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ABSTRACT

The first volume in this series on Serbo-Croatian-English contrastive analysis contains six articles. They are: "Contrastive Analysis and Error Analysis in Pedagogical Materials," by Rudolf Filipovic; "Errors in the Morphology and Syntax of the Parts of Speech in the English of Learners from the Serbo-Croatian-Speaking Area," by Vera Andrassy; "Errors in the Morphology and Syntax of the Verb in the Speech of Learners of English in the Serbo-Croatian-Speaking Area," by Jasna Bilinic; "Errors on the Syntax of the Sentence in the Speech of Learners of English in the Serbo-Croatian-Speaking Area," by Stanka Kranjcevic; and "Teaching Problems in Presenting Modal Verbs" and "Teaching Problems in Presenting Relative Pronouns," both by Mirjana Vilke. (CLK)

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THE YUGOSLAV SERBO-CROATIAN-ENGLISH
CONTRASTIVE PROJECT
Director: Professor Rudolf Filipović, Ph. D.

C. PEDAGOGICAL MATERIALS

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THE YUGOSLAV SERBO-CROATIAN - ENGLISH CONTRASTIVE PROJECT

Director: Professor Rudolf Filipović, Ph. D.

C. PEDAGOGICAL MATERIALS

1

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ZAGREB, 1971

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Rudolf Filipović (University of Zagreb)

CONTRASTIVE ANALYSIS AND ERROR ANALYSIS IN PEDAGOGICAL MATERIALS

Each analyzer in the Project, working on his topic, aims at writing a paper which contains three parts, the third being a pedagogical section giving practical implications usable in teaching. This part is further elaborated into a special contribution, a specimen of teaching materials demonstrating the applicability of the findings of the contrastive research. These contributions are worked out by pedagogical collaborators (specialists in English teaching methods) together with the analyzers, not only on the basis of contrastive research but also of error analysis.

Since the beginning of our organized research on Serbo-Croatian - English contrastive analysis within the Yugoslav Serbo-Croatian - English Contrastive Project in 1966, we have believed that practical application, i.e. the work on pedagogical implications, has to be based on the findings of the contrastive research and the analysis of errors, on the analyzers' personal experience with errors (being practical teachers of English and having been themselves once learners of English, they have considerable practical knowledge), and on the knowledge of pedagogical collaborators, specialists in English teaching methods, who know what should be done with learners' errors when teaching English in the Serbo-Croatian-speaking area.

Even before this organized contrastive work, Professor Owen Thomas[1] (of Indiana University) and I started some work on error analysis in 1966 by

noting down the speech of learners of English. Later our work was taken over and continued by three post-graduate students of ours, with the intention of using it as a basis for their research on error analysis. They went on interviewing more learners so as to get a big enough corpus to start examining the system of errors made by Serbo-Croatian-speaking learners of English. This research has resulted in three M.A. theses.

The frame title for the research is Syntactic and morphological errors in the speech of learners of English in the Serbo-Croatian-speaking area. Within this general problem, each thesis examines one group of errors:

a) Errors in the Morphology and Syntax of the Parts of Speech in the English of Learners from the Serbo-Croatian-Speaking Area;[2]

b) Errors in the Morphology and Syntax of the Verb in the Speech of Learners of English in the Serbo-Croatian-Speaking Area;[3]

c) Errors in the Syntax of the Sentence in the Speech of Learners of English in the Serbo-Croatian-Speaking Area.[4]

The basic problem these theses have dealt with is to find: 1) errors in the use of the English parts of speech, following the traditional-grammar division: a) noun, b) pronoun, c) adjective, d) article, e) verb, f) adverb, g) numeral, h) preposition,[5] and 2) errors in the use of main parts of the sentence (subject, predicate, object, adverbial modifier).

Any deviation from the rules for producing grammatical sentences is considered an error. Analysis of the material shows the following deviations from correct English sentence structure: a) deviations from correct word-order; b) omission of elements; c) repetition of elements; d) superfluous elements; e) incorrect embedding of clauses; f) errors in building constructions smaller than clauses.

Deviations from the rules in some parts of speech are of both morphological and lexical nature, in others lexical only, due to the limited number of forms in English morphology.

The classification of the material was carried out according to the correct forms and structures, so that the deviations would come out clearly. In the analysis, the correct form of the sentence is given first, and then the ungrammatical English sentence is contrasted with its correspondent sentence in Serbo-Croatian. Finally the error is pointed out, together with possible reasons for it.

The authors' investigations have shown several causes for deviations:

1) One of the main causes of morphological and syntactic errors is interference from the native language. The conflict between a highly inflected language like Serbo-Croatian and a less inflected one like English is particularly obvious in sentence structure. While the former has a relatively free word-order, in the latter the order is fixed, which causes frequent syntactic errors in the Serbo-Croatian-speaking area.

2) A great number of morphological errors are due to incorrect analogies which a learner tries to establish within the foreign language. He tries to apply a general rule to all cases (e.g. adding the plural ending -s to all nouns including those with different plural forms, or the comparative endings -er to all adjectives, etc.).

3) A deviation from the rules can be caused by the fact that the learner knows or is learning another foreign language. He applies the rules of the

other language to English and makes a different kind of error.

4) An interesting type of deviation appears in the so-called "transitional phase" through which every learner passes when learning a foreign language. In this phase he has given up his native language system as a model, but has not yet completely mastered the system of the target language. In this phase the stimulus "new" means to him "different from the native language" and so he omits or adds elements in the sentence.[6]

5) A further cause of deviations at all levels (morphological, syntactic and lexical) is incomplete mastery of the foreign language system due to the teaching methods used. Our experience shows - and a large number of errors confirm - that new structures are often introduced before the preceding ones have been properly learned, and that not enough attention is devoted to mechanical drill which would help form proper habits.

The types of morphological, syntactic and lexical deviations in spoken English in the Serbo-Croatian-speaking area, together with their possible causes, suggest that many errors could be avoided or corrected with a proper methodological approach to English teaching and a proper grading of the teaching material. As the latter is one of the aims of our project and the former will also, we hope, profit from our results, it is more than obvious why we have been carrying out research at both levels - contrastive analysis and error analysis - in order to get pedagogical materials that can be used in English teaching in the Serbo-Croatian area.

On the basis of the results obtained in the three M.A. theses mentioned, we are working on a systematization of errors[7] typical for Serbo-Croatian--speaking learners of English. Such a system can help not only teachers of

English in developing their teaching strategy but also writers of textbooks and grammars of English based on Serbo-Croatian.

This work will be complemented by additional material about the errors made by Serbo-Croatian-speaking learners: a team of practical teachers at various schools and levels of teaching English are working with us in preparing a set of specially designed written tests.

Since there is little chance for the three theses to be published, we have decided to make their main results available by printing long summaries in Part I of this Volume. Part II includes the first two contributions to pedagogical materials, written by Mirjana Vilke on the basis of existing reports: Teaching Problems in Presenting Modal Verbs, based on the report "The English Modal Auxiliaries and Interference Problems" by Damir Kalogjera, and Teaching Problems in Presenting Relative Pronouns, based on the report "Relative Pronouns in English and Serbo-Croatian" by Dora Maček.

NOTES

1. I would like to thank Prof. Owen Thomas for the help he gave our post-graduate students in the initial stage of their work.

2. Vera Andrassy, "Jezična odstupanja u morfologiji i sintaksi vrsta riječi (osim glagola) u govoru učenika engleskog jezika na hrvatskosrpskom govornom području".

3. Jasna Bilinić, "Jezična odstupanja u morfologiji i sintaksi glagola učenika engleskog jezika na hrvatskosrpskom govornom području".

4. Stanka Kranjčević, "Jezična odstupanja u sintaksi rečenice u govoru učenika engleskog jezika na hrvatskosrpskom govornom području".

5. Conjunctions have not been examined since they do not appear in the corpus analyzed.

6. Cf. William Nemser, "Approximative Systems of Foreign Language Learners", in R. Filipović, ed., The Yugoslav Serbo-Croatian - English Contrastive Project, Studies 1, Zagreb 1969, pp. 3-12.

7. To appear in a separate article.

Vera Andrassy (University of Zagreb)

ERRORS IN THE PARTS OF SPEECH IN THE ENGLISH OF LEARNERS FROM THE SERBO-CROATIAN-SPEAKING AREA

1. One possible level on which to analyze errors in a learned language is that of parts of speech. The problems on this level are:

   a. Isolating the parts of speech;
   b. Morphological problems;
   c. Syntactic problems;
   d. Lexical problems.

2. Isolating the Parts of Speech. Since it was not our ambition to solve questions of general linguistics in this work, we have adopted the traditional definitions and classifications from standard grammars. These works[1] are used in Yugoslav secondary schools, in the courses where we gathered material, and at the English Department of the Philosophical Faculty in Zagreb, which means that their descriptions set the norm for our informants' speech.

2. Morphological Problems. In morphology the learner is faced with two types of difficulty: thus, for example, nouns, verbs, and adjectives may be simple or compound in their formation. If they are compound the learner can easily make mistakes, most often misled by his mother tongue in choosing formative elements, especially prefixes and suffixes. A second type of morphological difficulty results from grammatical forms (plurals, cases, comparison, tense endings).

3. Syntactic Problems. The learner's difficulties and errors in syntax arise from the differing distribution of various parts of speech in English and Serbo-Croatian, or from unjustified generalization from a small number of examples of a phenomenon in English. Differing distribution will lead him e.g. to use an adverb instead of an adjective, blindly following the mother tongue pattern where he finds a construction with an adverb and forgetting the distributional differences between Serbo-Croatian and English. Unjustified generalization from a small number of examples of a phenomenon will cause, e.g., the use of a noun for an adjective before another noun, because the learner does not know the constraints using nouns as qualifying adjectives.

4. Lexical Problems. Lexical problems can also be attributed to various causes; errors are often caused by identity in form which the learner falsely extends to identity in meaning (false pairs); similarly, a frequent cause is overlapping of the semantic fields of English and Serbo-Croatian words, which the learner is apt to see as complete correspondence. Connected with this latter are words with different collocabilities, which the learner is again apt to identify, following the line of least resistance. Errors may also be caused by the influence of some other foreign language that the learner knows.

5. The Noun. We shall give a rather detailed presentation of errors connected with the noun, as an example of the method used with all the parts of speech, while the treatment of the others will be more condensed because of space limitations.

6. Morphological Errors. a) Errors in Formation. The greatest problem of our informants is choosing suffixes, while errors in prefix choice are much rarer.

Wrongly chosen suffixes are common with names of countries:

It will be very interesting for me to go to English now.
They went into Switzerland from Italian.

Further examples contain the forms Slovene (for Slovenia), German (for Germany Turkish (for Turkey) : an adjective suffix is used instead of a noun suffix, under the influence of Serbo-Croatian in which many names of countries have adjectival form (Engleska, Njemačka, Turska, etc). An extreme form of mother tongue interference is seen in:

Then we [illegible] to Italia.

where the learner, not knowing the English name for the country, simply uses the Serbo-Croatian name.

Further in names of peoples:

... there were trouble with the Turkish.
... it must be Hungarish influence.

The learner makes these forms on the analogy of English.

False analogy is also the cause of:

Just in this town Turkishmen were stopped.

where the model is a noun like Englishmen.

Next in order of frequency are nouns with the wrong nominal suffix:

He could not teach it, the robberness.
... there came people from the village, villagemens....

Here the learner has followed the noun-formation rule:

Adj + -ness = fair + -ness = fairness
N + man = country + man = countryman

Wrongly chosen suffixes are also found in: *tourismus, *examin, *phonetic, etc.. used as nouns.

b) Wrong grammatical forms. This group contains incorrect plural forms:

At the primary school for little childrens.

Of the same origin are the incorrect *villagemens, *Turkishmens. The learner here has learned the rule for English plurals (adding -s) and applies it everywhere, even with nouns having irregular plurals.

Another type of error in grammatical forms is omission of the ending 's in possessives:

Mrs. Cabbot was cleaning yesterday her husband suits.

7. Lexical Errors. The most numerous errors in our material are lexical. They are particularly interesting since they appear at relatively advanced stages of English learning, and even in professional translators.

a) The first group contains incorrect choices resulting from differing semantic fields of Serbo-Croatian and English nouns.

I had to do in the house and so I had been two years in house.
(Serbo-Croatian: kod kuće)

Serbo-Croatian kuća means (i) a building for habitation, (ii) the place where one lives with one's family. In English house is used only for (i), while (ii) is home. Our informant probably learned house first, and established the one-to-one relationship kuća ↔ house.

The list of incomplete equivalents is inexhaustible and we have a large number of examples in our material. Here we cite only the most frequent ones:

They can be professors also at primary schools.
(for: teachers)

Will you used English in your business?
(for: job)

... how do we use the times of the verbs.
(for: tenses)

Yes, the madam asked me the times of the verbs.
(for: lady)

... we never agree for this relation
between male and female.
(for: man and woman)

... men whose teach language they made grammar.
(for: people)

... grammar is useful to help us how to pronounce and not to
make faults.
(for: errors)

b) Many lexical errors come from transferring Serbo-Croatian words of foreign origin into English (false pairs, faux amis).

I can employ myself in industry as correspondent.

The informant transferred the Serbo-Croatian word korespondent, meaning "employee who is in charge of correspondence". However, in English, correspondent has the following meanings: 1. person with whom one exchanges letters; 2. newspaper correspondent; 3. person, firm, bank, etc., which has regular business relations with another. As we see, the English word has a wider semantic field than in Serbo-Croatian, but does not cover the meaning our informant intended to give it. Further examples:

English	Serbo-Croatian
waggon	vagon (meaning: carriage)
toilette	toaleta (meaning: dresses)
academy	akademija (meaning: teachers' training college) etc.

c) A third group of lexical errors are nouns which the learner uses in place of others he cannot recall at the moment:

... when I look American cinema...
(for: films)

... as the title of his lesson is...
(for: lecture)

... there are a lot of architectonics from that time.
(for: architecture)

The nouns used in these examples clearly do not have the meaning fitting the context. In order not to interrupt the flow of speech, the learner reaches for a semantically similar word from his vocabulary.

d) A fourth group consists of compounds whose meaning does not fit the context, but one of whose parts is also a part of the desired word:

We went to the headmaster of the station.

The learner must have heard the word station master, but couldn't remember it and telescoped it with the much more familiar word headmaster.

e) A separate group of errors are calques:

Regulars, that's regular about one language.

The informant does not know or could not recall the noun rule, Serbo-Croatian pravilo, but knows the adjective regular. Following the Serbo-Croatian pair pravilan - pravilo, he makes regular (adj.) - *regular (n.) Further examples:

I often go home in the evening from the learning.
(model: učenje)

When I see, look American or British cinema I can better understand American speaking.
(model: govor)

f) The analysis so far has covered only cases of complete unacceptability. However, sometimes the noun chosen is on the edge of acceptability; one of the most frequent of such cases is place in the meaning mjesto, grad, used in a context where town, village would be a better choice.

This is our place in which we have some old church.

The Pronoun

8. Personal Pronouns. a) Errors in Gender. It is hard to foresee sources of mother tongue influence in a comparison of the personal pronoun systems in Serbo-Croatian and English. Nevertheless, our learners often make mistakes in pronoun gender, not because of the Serbo-Croatian pronoun system but because of the grammatical gender system in Serbo-Croatian:

> Then there was a car with two horses in front of him (the car).
>
> ... Sisak is a very big town and in the past he had a very big importance.
>
> The language will be different, maybe he will be more simple.

In these examples the learner has made a wrong choice of third person singular pronoun because the antecedent noun has a different gender in Serbo-Croatian than in English.

b) Errors in Number

> I learned in school three languages but I don't know and I can't use it.

This error is not conditioned by mother tongue interference; its cause is inadequate knowledge of English pronoun use or the distance between the pronoun and its antecedent. The learner concentrating on other elements of the sentence, simply lost touch with the noun and used a pronoun of the wrong number.

c) Use of a Non-personal Pronoun. Mother tongue interference leads to the most frequent error in this category - the use of a demonstrative for a personal pronoun:

> I think that my parents will be very, very proud of this and happy that I study this.

In Serbo-Croatian the demonstrative is obligatory in this sentence, while in English the personal pronoun it would be more in place.

Among the pronouns our learners use instead of personal pronouns we also find which:

> In the evening I'll look at the television, because there is a good emission, how is it called I can't remember now, but which is very interesting.

The relative for the personal pronoun it here can be explained by an inconsistent structuring of the learner's sentence.

A frequent source of errors are constructions requiring an impersonal it. Learners often replace it by a demonstrative:

> That is very hard to work downstairs... or by the expletive there:
> There was very lovely holiday.

In the first example the learner again develops the structure of the sentence inconsistently - most likely following the structure: That is hard (subject + verb + complement), in which the subject can be a demonstrative pronoun; but an infinitive construction makes the sentence ungrammatical. The second example reflects inadequate differentiation of the structures it is and there is. Our learners confuse these rather frequently, since both of them appear as sentence-introducing elements, and their distributional differences are perhaps given too little attention in teaching.

9. Demonstrative Pronouns. a) Errors in Number. Number shows up in English in the form of the pronoun (this-these, that-those). The most frequent error in our material is the use of the singular form this before plural nouns; that before plurals is somewhat rarer.

... this quarrels little by little stopped...

... where we must speak only with that rules.

The reasons for the more frequent occurrence of this are: (i) this is much more frequent in our learners' speech than that; (ii) there is a phonological confusion between this and its plural these - the learner does not sufficiently distinguish (ðis) from (ði:z) in pronunciation and is apt to confuse them in speech and writing. (ðæt) and (ðouz) are much easier to distinguish.

b) "This" instead of "that". A very frequent error in our material.

> The government was in Austria and in this time Maribor was called Marburg.

Its cause is mother tongue interference; the Serbo-Croatian demonstrative taj overlaps partly with this and partly with that in distribution. But our informants expand the overlap of this and taj to the cases where the equivalent should be that. The reverse case, that for this, is not found in our material, again due to the identification of this and taj.

c) Superfluous Demonstratives. This error is closely connected with the English article; our informants often use a demonstrative in place of the article:

> Did you like that film? Yes, I did. What is the name of that film? The name of this film is "Blow-up". And what do you think about this film? Because I heard that that film got a prize in Cannes that year.

This is partly due to direct influence from Serbo-Croatian, in which demonstratives are frequently used before a previously mentioned noun, where in English the article would be used. On the other hand the learner knows that he must use some determiner before English nouns, and since demonstratives are familiar in his linguistic experience, he uses them more frequently than necessary.

10. Possessive Pronouns and Adjectives. a) Errors in Gender. These are fairly rare in our material. Their cause is almost exclusively ignorance of the gender of the possessor noun:

> I know that Rab must have many hotels and his streets are narrow.

The learner erred in choosing the gender of the possessive adjective since he transferred Serbo-Croatian grammatical gender into English.

b) Errors in Number. These are still rarer.

> I read much about the degeneration of young people and his way of life.

Most likely the learner chose the wrong noun for the possessive because of not having connected it sufficiently with its antecedent.

c) Possessive Pronoun for Possessive Adjective and Vice Versa. Since Serbo-Croatian has no formal difference between possessive pronouns and possessive adjectives, we can expect learners to use one for the other.

> German grammar is like our.
> Every boy or girl has its box and his or hers tape-recorder.

The explanation can be seen in mother tongue interference: since the possessive adjectives are learned before the possessive pronouns, the learner identifies the adjectives with his mother tongue adjective/pronouns.

In the second sentence, the pronoun hers was used because of false analogy with the preceding his.

11. Relative Pronouns. a) Other Pronouns for Who, That. The use of which for persons is a widespread error:

> Otherwise I have a friend which is completely disorganized by this.

The learner has established a one-to-one connection between the Serbo-Croatian relative pronoun koji and English which, forgetting that koji has more than one English equivalent. For the same reason learners make mistakes with the possessive relative pronoun for persons whose, using which instead.

b) What for That after All, Superlatives, Indefinites. Mother tongue interference is again responsible for this error:

In grammar it's gathered all what scholars...
So it was bore and only what I tried...

The learners set up a one-to-one correspondence between Serbo-Croatian što and English what, and use what even where that is the proper equivalent.

c) "This what", "this that" for what. There is no Serbo-Croatian equivalent to English what in the meaning of that which. This leads to errors like:

This what excites me most...
... he can combine this that he heard from others.

Here the learner has literally translated the Serbo-Croatian construction demonstrative + relative.

12. Indefinite Pronouns. a) Insufficient knowledge of the system of indefinite pronouns leads to confusion of other and another:

... I'll have my another lecture...
... I have the other language, Italian language.

b) Double Negation. Mother tongue interference causes double negation:

I did not understand nothing.

Following the Serbo-Croatian system (cf. Nisam ništa razumio) the learner has forgotten that the indefinite pronoun nothing cannot be used in a sentence already containing a negation.

c) Errors in Number. Incorrect connection with the antecedent results in the use of singular for plural (and vice versa).

> A part of them has stayed in Rijeka but the other went away with the Italians.

The learner has connected the indefinite with the noun part, which is in the singular.

d) Superfluous "some". Our material frequently shows some in place of the indefinite article or zero article.

> When I will finish faculty I will go to work in some school, I hope.

This is caused by interference from Serbo-Croatian, which often uses the indefinite pronoun neki where English would have a, an, or ∅.

e) Anaphoric "one". Personal pronouns in place of anaphoric one also appear:

> I don't understand much about aeroplanes because I never been in it.

Learners find anaphoric one difficult since Serbo-Croatian has no equivalent construction with an indefinite pronoun.

13. Reflexive Pronouns. a) Errors in Gender. Here too grammatical gender gets transferred from Serbo-Croatian to English:

> The town rose himself against Germans.

The learner, first, carried the reflexive verb over from the mother tongue, and second, used a masculine reflexive pronoun with an inanimate antecedent requiring the neuter. Such transfer of grammatical gender into English with its natural gender is analogous to the errors with personal and possessive pronouns (adjectives).

b) Errors in Number. Since Serbo-Croatian has only one form of the reflexive pronoun, used for both singular and plural, we may expect learners to err in the number of reflexives in English.

We could not wash ourself....
They fill it out themself ....

14. Interrogative Pronouns. Errors here are rarer than with other pronouns. They mainly involve replacement of what by which:

She asked me which languages I speak.

The learner has probably set up a one-to-one correspondence between the Serbo-Croatian interrogative koji and English which, not knowing that koji has two equivalents: which, used mainly in the meaning of selection, and what, used otherwise.

The Adjective

15. Errors in Formation. a) Incorrect Suffixes. In view of the multitude of adjective suffixes in English, whose use is hard to define by rule, it is no wonder that foreign speakers often make mistakes in choosing them. In most cases the error comes from analogy with another English adjective. Thus we find: classic music, Romanic emperor, complicate language, etc.
In some cases the suffixes are incorrectly chosen inder the influence of another forigen language, in our material German:

They know very little of Kroatish.
And so he began to speak Slovenish.

The informar uses the German adjective under the impression that (since it is foreign) the same form exists in English.

b) Incorrect Comparison. Our informants mainly make errors in comparing one-syllable adjectives; they are inclined to compare them exclusively with more and most:

... he will be more simple...
... it is more nice...

We should note that native speakers, too, use more and most in comparing one-syllable adjectives in certain contexts. But that does not excuse our learner, who is breaking the rule he has been taught - not because of having heard the construction from a native speaker, but because of not knowing the rule well enough.

16. Errors in Use. a) Adverb for Adjective. Adverbs in place of adjectives are found in both attributive and (much more frequently) predicative position.

... an especially school...
It is a simply book.

These errors are not caused by mother tongue interference but by inadequate knowledge of the rules for using adjectives and adverbs. In predicate positions the situation is quite different:

Of course, it's naturally....
... it's simply understand.

Comparison with the Serbo-Croatian equivalents shows that Serbo-Croatian uses an adverb:

... prirodno je...
... jednostavno je...

which explains the frequency of such errors.

b) Noun for Adjective. Another part of speech learners confuse with the

adjective is the noun, in both (i) attributive and (ii) predicative position:

(i) Venetia power, literature language,
America English.

(ii) ... the streets seem danger...

... I am Dalmatia...

The cause of (i) is analogy with the existing noun + noun construction (attributive adjunct) in English. Our learners' ungrammatical sentences show they have learned that a noun can play the role of attributive adjunct, but do not know the constraints on this use, so that they put nouns before other nouns even where an adjective or an of-adjunct should be used. The cause of the errors under (ii) cannot be Serbo-Croatian influence, nor is it likely that the learner has followed some analogous construction in English.

17. Lexical Errors. a) False Pairs. In Serbo-Croatian, and of course in English, there is a large number of adjectives borrowed from foreign languages. Many such adjectives which both languages have borrowed have the same semantic fields, but others have differing semantic fields. Here are some examples of false pairs from our material:

You have to be consequent when you work...
(Serbo-Croatian konzekventan-consistent)

Communists were an illegal movement.
(Serbo-Croatian ilegalan - underground)

This problem is very actual.
(Serbo-Croatian aktuelan - topical)

b) Incomplete Equivalents. This group comprises adjectives whose semantic fields only partly overlap in Serbo-Croatian and English.

This was light and we must have good grades.

Here the learner sets up a one-to-one correspondence between the Serbo-Croatian lagan and English light. We know, however, that lagan has several equivalents in English, and speaking of the degree of difficulty of a task the adjective easy is used.

Our material contains many errors due to incomplete equivalence:

heavy task - težak zádatak (instead of difficult)
plain beginner - običan početnik (instead of mere)
usual man - običan čovjek (instead of ordinary) etc.

c) "Interesting" for "interested". An error whose cause should be sought in the learning process itself is the use of the active participle interesting instead of the passive in the construction to be interested in something.

I am interesting for music.

Most learners learn the adjective interesting at the very beginning of their studies and use it quite frequently; hence it is hard for them to learn a new form later which differs from the known one only in ending, and the form interesting often wins out.

The Verb

Since verbs are treated in detail in Jasna Bilinić's "Errors in the Morphology and Syntax of the Verb in the Speech of Learners of English in the Serbo-Croatian Speaking Area", we restrict ourselves to morphological and lexical errors in their use.

18. Morphological Errors. a) Suffixation. The errors here are similar in origin and form to those made in noun and adjective suffixation.

Thus we find a verb *conversate, which the learner has made because he

believes that there exists an absolute correspondence between the Serbo-Croatian suffix -irati and the English -ate. This correspondence is however only partial (negirati-negate, fascinirati-fascinate, etc.) and does not hold for konverzirati-*conversate.

Learners often generalize on the basis of the part of the English system already learned, as in the case of the verb *concluse, incorrectly derived from the previously learned noun conclusion, probably on the analogy of confusion-confuse, etc. A similar explanation holds for the examples where a noun is used for a verb:

We'll succesu ...
(for succeed)

...he also flight...
(for fly)

The learner has made these verbs by analogy to the very numerous noun-verb pairs, such as work-to work, play-to play, etc.

b) Phrasal Verbs. Another possible error in verb formation is wrong choice or omission of the particle in phrasal verbs.

I am not able to keep on with all other students.

The learner probably learned the phrasal verb to keep on doing something, and under its influence makes the non-existent to keep on with instead of to keep up with. In some cases learners forget the particle of a phrasal verb:

. It's my greatest wish to get in this job well.

The learner has forgotten to put in the particle along.

19. Lexical Errors. Many verbs cover a wider semantic field in Serbo-Croatian than in English, i.e. their correspondence with English is not

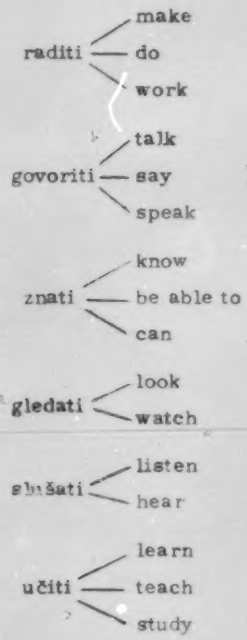
one-to-one but one-to-many. Our learners however learn just one of the equivalents of a verb and use it in contexts where English requires a different choice:

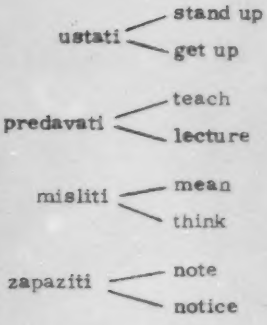
I can work everything with it.
(for do, Serbo-Croatian raditi)

I do for the Institute of Geology in Zagreb.
(for work, Serbo-Croatian raditi)

They do the first aeroplane with the three wings.
(for make, Serbo-Croatian izraditi)

Our material contains a great many examples of incorrect verb choice caused by incomplete equivalence. The most frequent of these pitfalls are the following verbs:





The verb chosen in a particular context often depends on the sequence in which the foreign language was learned.

The Adverb

20. Errors in Formation. These are infrequent in our material and are limited to incorrect comparison.

I liked Hemingway best than Steinbeck.

21. Syntactic Errors. a) Adjective for Adverb. Under the adjective, we mentioned the very frequent choice of adverbs instead of adjectives; here the frequent use of adjectives for adverbs is striking:

... but I understand films good.
They don't speak correct.

The origin and great frequency of these errors is to be attributed to mother tongue influence. In equivalent constructions we find an adverb in Serbo-Croatian:

... ja dobro razumijem
Oni ne govore pravilno.

However, since Serbo-Croatian adverbs are the same in form as neuter-gender adjectives, the learner is not conscious of the boundary between adjectives

and adverbs and often confuses them in foreign languages.

b) Adjectives for Adverbial Phrase. Some English adjectives have no adverbial forms (friendly, likely, etc.) so that adverbial phrases are used (in a friendly way, etc.). However, their Serbo-Croatian equivalents have adverbial forms: e.g. the equivalent of friendly is prijazan and the adverb is prijazno. This lack of correspondence between the systems is probably the cause of the following errors:

He spoke to me friendly.

... how one should speak literary.

Probably under Serbo-Croatian influence, the learner has applied the rule for making adverbs from adjectives in English without constraints.

22. Lexical Errors. a) Incomplete Equivalents. Lack of complete equivalence in internal structure between Serbo-Croatian and English adverbs is the cause of this group of errors:

Russian I began to study before two years.

Again the learner has learned only one of the equivalents of a particular adverb; he knows, for instance, that an English equivalent of Serbo-Croatian prije is before and uses it in a sentence where the correct choice would have been ago.

b) Superfluous Adverbs. Learners often use an adverb in a sentence where it is unnecessary:

They are not so much gifted.

The speaker made this construction following that in his mother tongue, where he uses the adverb toliko. Since the English equivalent of this adverb can be so much he makes an ungrammatical construction.

The Article

23. The use of the article provides by far the largest number of errors. Thus, for instance, out of a hundred sentences sixty-two contain errors in article use. Our learners master the use of article in English with great difficulty, mainly because articles do not exist in Serbo-Croatian and are foreign to their linguistic experience. In this summary we limit ourselves to giving a classification of the errors found.

24. The Definite Article. The noun may be defined by the context which is sometimes specified by grammatical devices and sometimes not. The noun may also be defined semantically: it is defined by the fact that it is the only one of its kind in its semantic universe. However, the use of the definite article in such specification is subject to two forces: one giving the noun the definite article because of its being determined and the other taking away any article because of this very specification.

The definite article is used with nouns denoting:

a) 1. unique person or thing
I don't like sun.

2. geographical names (rivers, seas, etc.)
He had to go to river Sava.

3. musical instruments
My son plays piano.

4. proper names in the plural
They wants go with Cabbots.

b) The + ordinal numbers
... from fourteenth century.

c) The + nominal adjective
We hear very much about the life of young.

d) Adverbial the

25. The Indefinite Article.

A + indefinite noun:

a) A + noun complement
I am not teacher yet.

b) A + object
It's difficult to find job.

c) A in adverbial phrases
They lived in small town.

d) A + expressions of quantity, cardinal numbers
There was lot of us.
... about hundred thousand inhabitants.

26. Zero Article.

a) Common nouns in the plural, unspecified, as subject, object, nominal predicate or part of an adverbial phrase

The tourists from all over the world...

She asked me the present of the verbs.

They are the teachers.

Karlovac lies in the four rivers.

b) Set phrases
He came in the front of us.

c) Presence of another determiner (e.g. possessive adjective)
... of the his language.

27. Absence of the Article.

a) Common nouns in the singular or plural

1) names of institutions
... at the high school...

2) names of meals
I'll go to have a lunch.

3) names of persons in familiar intercourse
The father always speaks to me...

b) Mass nouns
He didn't take the sugar.

c) Abstract nouns
It is the classic music?

d) Proper names

He went to the Sibir.

The Preposition

28. The most important source of errors in preposition use in our material is mother tongue influence. Learners often forget that the relation between Serbo-Croatian and English prepositions is never one-to-one, but one-to-many. A learner, let us say, has learned that the equivalent of u can be in, signifying place, time, direction, etc. He then knows that u Londonu should be translated as in London, that u jutro is in the morning, etc., and will translate u sedam sati as in seven o'clock.

Errors in preposition use have been divided into the following groups:

a) Incorrect choice, preposition conditioned by preceding or following word:

I am interesting for chemistry. (SC: za kemiju)

One mustn't think on one's language. (SC: na svoj jezik)

b) Incorrect choice, preposition not conditioned:

On the English lesson we talk a lot...
(SC: na engleskom satu...)

Behind school there are many acticities.
(SC: iza škole...)

c) Superfluous or omitted preposition. Serbo-Croatian prescribes a preposition in some constructions where English has none, and some Serbo-Croatian constructions with no preposition require one in English.

This difference leads to errors like these:

(i) superfluous preposition:

And do they direct with the traffic?
(Serbo-Croatian: upravljati s prometom[2]) (over)

I answered on the question...
(Serbo-Croatian: odgovoriti na pitanje)

(ii) omitted preposition:

I write her about our country...
(Serbo-Croatian: pisati nekom)

I have school afternoon...
(Serbo-Croatian: imam školu poslije podne)

Conclusion

We see that a large part of the errors in the learner's speech arise from his optimistically converting partial overlap into complete overlap. The remedy for such errors would be careful contrastive presentation of English material, development of a feeling in the learner that inter-language relations are never one-to-one, and construction of drills to make these complex relations automatic. Another important source of errors is not directly connected with the learner's mother tongue, but rather is a consequence of the manner and sequence of mastering the language material. In presenting material unjustified generalization of rules is common, leading to the boundaries of usage not being clear to the learner. He over-confidently makes new constructions on patterns he learns, since he has not been warned that every rule has at least one "but" in it. He does not acquire the habit of consulting dictionaries, both bilingual and monoligual, though the use of the latter is invaluable for checking one's knowledge of part-of-speech use.

NOTES

1. R. Filipović: An Outline of English Grammar, Školska knjiga, 1966; O. Jespersen: Essentials of English Grammar, Allen and Unwin, 1952; A. J. Thomson, A. V. Martinet: A Practical English Grammar for Foreign Students, Oxford University Press, 1960.

2. The learner here is making a mistake in Serbo-Croatian as well, since the verb upravljati governs the instrumental without a preposition. This incorrect use of the instrumental with a preposition is very widespread in some parts of the Serbo-Croatian-speaking area.

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ERRORS IN THE MORPHOLOGY AND SYNTAX OF THE VERB IN THE SPEECH OF LEARNERS OF ENGLISH IN THE SERBO-CROATIAN-SPEAKING AREA

INTRODUCTION

This work analyses errors in forming and choosing English verb forms. (English in the text hereafter: E). The reasons for the errors are sought both in interference from the mother tongue (hereafter L_m) and in the influence of the part of the English grammatical system already learned (hereafter L_1). The material analysed is taped and noted-down speech of learners of E at all levels: secondary school, language courses, university. The purpose of this work is to determine the areas of deviation, their causes and possible measures to eliminate them.

Errors are classified according to the corresponding correct E sentences, since a classification following the errors themselves would yield no system and thus frustrate the analysis. Each chapter gives an analysis of the morphology and then of the syntax of a particular verb form. Tenses are analysed first in the simple form and then in the continuous. The analysis is done by contrasting an English form with the corresponding one in Serbo-Croatian (hereafter SC) and is supported by the transformational-generative and descriptive methods.

PRESENT TENSE

The most errors are found in the present, both in morphology and in

syntax. They arise because L_m has only one present tense, morphologically simple, to express all the actions, occurrences, and states for which E offers two morphologically different tenses. The errors will therefore be conditioned by interference from L_m, but also from L_1.

1) Simple Present. a) Formation. In forming the present, interference from L_m appears in parallel with the influence of the rules in the part of the L_1. The influence of L_m verbal aspect comes out in the choice of the auxiliary verb which in the E system serves to form the progressive tenses. Also possible is the use of a bare present participle of verbs which are imperfective ("continuous") in L_m, since our learners know that the participle serves for the formation of the E continuous tenses. In the first case, confusion of the rules for making the two tenses in the L_1 is stronger. A very frequent example of this error is:

"I am study English."

Choice of participle instead of present tense:

"We have boxes and there we listening by magnetofon."

Here we must leave open the possibility of a wrong choice of tense accompanied by an error in formation. This possiblity will appear with all continuous tenses.

b) Choice of tense. Because of the one verb form in L_m as against two present tenses used differently in E, errors will be caused by the difference between the two E presents, the difference of tense usage in the two languages, and finally by verbal aspect in L_m. All these causes result in wrong choices of

a) present continuous:

"I am living at Marko Orešković Square ."

b) preterite:

"English is very useful because many countries wrote in English."

While the large number of choices of present continuous can be explained by interference from L_m as well as by the influence of confusion of E rules of choice, the choice of preterite is probably the result of rapidity of learning and insufficient mastery of the individual forms.

c) Choice of number. Errors appear in lack of agreement of the verb with the subject: subject 3rd person sing. and verb in pl., or subject in pl. and verb 3rd person sing., or subject 1st person sing. and verb in 3rd person sing. Their cause is the difference in formation of the present in E and SC, but even more the fact that the choice of number is seen only in the 3rd person sing., i.e. the distinctive ending -s appears only in one person, so that omission of the ending is probably due most frequently to the carelessness or lack of practice. Finally, addition of an unnecessary ending can also be explained by an identification of the verbal ending -s with that for the plural of nouns. Thus we have recorded three groups of number errors:

"Girls and boys feels later on if they not receives education in childhood."

"He speak very well English."

"Yes, I lives in Samobor."

The last choice can be characterised as an incorrect generalization of the choice of the distinctive ending -s to the other persons of the present.

2) Present continuous. a) Formation. Errors in forming the present continuous are the reverse of those in the simple present. The present continuous is a compound tense, while L_m has only a simple tense for present time. Hence

L_m interference appears as a choice of a simple verb form. The influence of the rules for forming compound tenses shows up in the choice of some other form of the verb (most often the infinitive) in place of the participle.

Omission of the auxiliary:

"He standing on the very edge of the pool."

Choice of infinitive instead of participle:

"She is iron on the board."

b) Choice of tense. Since the taped material did not provide situations where the present continuous would have to be used, examples of incorrect tense choice were noted down afterwards. L_m interference in the choice of the present instead of the present continuous is understandable in view of the single possibility in the L_m, which our subjects carry over literally into E:

"I now ring the bell and my mother opens me the door."

PRETERITE

The analysis of errors in morphology and syntax again is broken down into analysis of the simple and continuous preterites. The reasons for errors are primarily L_m interference, to a lesser extent the influence of L_1.

1) Preterite simple. a) Formation. Contrasting the forms for expressing past time in E and SC, we conclude that a simple verb form in E corresponds to the SC compound past tense. The simple past tenses (aorist and imperfect) are disappearing more and more, so that in practice the compound past is the only tense for expressing past states, occurrences, and actions. This means that the errors in forming the preterite are the reverse of those in forming the present:

a) choice of a superfluous auxiliary:

1 - in the present:

"Trogir's counts built the castles and bishops of Split are built some of them."

This error is a literal carry-over of the compound past from L_m.

2 - in the preterite:

"In Sisak there is also a museum where our president Josip Broz Tito was worked."

This error appears in an even larger number of examples than the last. The reason is a double influence: after choosing a superfluous auxiliary as in L_m, our subjects strengthen the "past-ness" by choosing the preterite form for this auxiliary. Further, confusion of the rules for forming E compound tenses influences both choices, since the forms selected are morphologically identical to passive structures, although the sentences are ungrammatical.

A special group of errors are examples of incorrect generalization in strong verbs, arising from the influence of L_1:

"... a man was dead and he lied on the street."

In place of simple generalization there are also incorrect choices of forms of strong verbs:

1 - past participles:

"Now I know much more words than I known before."

2 - choice of the preterite of phonetically similar verbs:

"It felt on my leg and it was very unpleasant."

3 - choice of the preterite with the morphological characteristics of another tense:

"Nora spokes with her mother."

Interference of L_m aspect is again seen in the choice of the present participle with verbs that are continuous in SC. We observe this choice again from the

point of view of tense choice:

"... and I with a small boat crossing Novigrad Sea."

b) Choice of tense. SC allows the following selection of tenses for expressing past time: aorist and imperfect (largely supplanted by the compound past), compound past, past perfect, and present (of the perfective verbs). In analysing the errors of tense choice due to interference from L_m, we find incorrect choices of the present and the perfect:

1 - present:

"I learn English from 1960 in courses for workers."

2 - perfect:

"Last summer I have been in Austria."

The choice of the preterite continuous resulted from a double interference from L_m, since a continuous tense was chosen for the imperfective aspect, and a compound tense in L_m was replaced by a compound tense in E. This is rather frequent in groups of verbs which cannot be used in continuous tenses, which means that the subjects have not yet properly mastered this rule of E:

"I was thinking I'll not come at home, but it didn't happened."

All the examples cited also show that our subjects have not yet learned well enough the fundamental differences in the choice of preterite and perfect and of preterite and preterite continuous in E.

c) Choice of number. This sort of error appears only in the verb to be and results from imperfect mastery of the rules, from carelessness, and particularly in the case of the phrase there was/were from the lack of a corresponding form in L_m:

"Our tents was bad and rain entered into our tents."
"There was a lot of us."

2) Preterite continuous. a) Formation. Errors in formation come mainly from the fact that the SC system has no continuous tenses. Hence the influence of confusion of the rules of the E system is possible, which is seen in omission of the auxiliary, and interference from the L_m indirectly affects the choice of the participle alone for verbs which are imperfective in the L_m:

"... and we heard something, a sound, as if something coming through the grass."

b) Choice of tense. Because there is no equivalent form in L_m, one might expect a single form for the past to be chosen to correspond to the choice in L_m - the perfect. But the perfect does not replace the verbal aspect of the L_m, so that errors in tense choice are mainly registered in the choice of some other continuous tense in the E system, or of the simple preterite if the subjects have not mastered well enough the rules for tense choice and the differences between the preterite simple and the preterite continuous. Examples of these choices:

1 - "And then it came in the front of us and we went so, for, I don't know, for half an hour."

2 - present continuous (referring to a past event):
"It isn't raining and the sun shine all day."

PRESENT PERFECT

1) Perfect simple. a) Formation. Errors in forming compound tenses always appear both in the auxiliary and in the main verb; there are always influences both from L_m interference and from L_1. In the perfect, L_m interference will be strongest in the auxiliary, because of the difference in choice of auxiliary for the perfect in the two languages. The choice of to be as an auxiliary instead

of to have is a literal transfer of the choice in L_m:

"After university, if I shall finish university in the right time, I'm decided to be professor."

We also find the incorrect auxiliary to be put into the preterite, again because of a wish to strengthen the "past-ness", as in the formation of the preterite (above):

"She wasn't been to the theatre."

An incorrect form of the main verb is the result of confusing the rules for E compound tense formation. Most frequent is the infinitive:

"He has meet with an accident."

b) Choice of tense. An erroneous choice instead of the perfect results from differences in the use of the perfect in E and SC, differences in the aspect of the verbs of action in the two languages, and finally insufficient knowledge of the differences in the use of the E preterite and perfect. L_m interference is seen in the choice of the present in place of the perfect for an action connected with present time, since this choice is possible in SC, and because of the influence of the aspect in non-completed actions. Examples:

"Recently I read [ri:d] 'The Bridge on Drina' by Ivo Andrić."
"Then we came to Zagreb and we always live there in the same place."

Confusing the rules of choice in E and not knowing the differences in use between the preterite and the perfect can result in the following erroneous choices:

1 - preterite for a completed action in the past, without regard to its result in the present:

"He is plain beginner and we just started this week."

2 - present for an action connected with present time:

"... and we live here very long."

Also very important in wrong choices of something else than the perfect is

the choice of adverbs of time, where interference from L_m also appears, since our subjects carry the meaning of adverbs over from L_m and because of this choose an incorrect tense:

2) Perfect continuous. a) Formation. The reasons for errors are the non-existence of continuous tenses in L_m and a confusion of the rules for making compound verbal forms. The auxiliary is found omitted, thus once again the choice of the bare participle for verbs which are imperfective in L_m:

"I studying English for five years."

Confusion of the rules for compound tenses is seen in the choice of the form of the main verb:

1 - choice of the infinitive:

"I have been study for three years."

2 - choice of perfect participle:

"Mary has been played the piano in the evening."

b) Choice of tense. Contrasting the rules for tense choice in E and SC allows us to conclude that most choices of the perfect continuous in E correspond to the choice of the present in L_m. Because of direct L_m interference, the choice of the present is the most frequent error:

"I study English five years."

The influence of the part of L_1 yet inadequately consolidated, and the lack of knowledge of the differences between the choice of the preterite and the perfect or of the perfect simple and continuous, result in incorrect choices:

1 - preterite:

"I studied English for five years." (still in school!)

2 - perfect:

"I've learned English for six years." (still in school!)

PAST PERFECT [1]

a) Formation. The cause of errors in the past perfect is the same as in the perfect. L_m interference is seen in the choice of an incorrect auxiliary:

"She said that she was smiled."

Confusion of the rules for forming compound tenses comes out in the choice of some other non-finite form of the main verb instead of the perfect participle. Only the infinitive was found:

"He asked her if she had ever read [ri:d] an English book."

We note that the number of examples of errors is much smaller than in the preceding chapters, since SC past perfect does not occur in simple or coordinated sentences.

b) Choice of tense. The errors cited are those we know to be result of not knowing the rules or of literal carry-over from L_m (in which the past perfect is in most instances replaced by the perfect), rather than deliberate choice of idiomatic variants. Wrong choices instead of the past perfect are:

1 - the perfect, as a result of direct L_m interference:

"It was a man who drove a motorcar and he came from road beside the main road and he hasn't seen us."

2 - the preterite, as a result of not knowing the rules for tense choice in E:

"The train for Yugoslavia left before our train came to Bucarest station."

FUTURE [2]

a) Formation. Errors in forming the future show the same characteristics as those in forming the other compound tenses. Since SC and E form the future with the same forms of the auxiliary and the main verb, the cause of errors is to be sought in confusion with the rules for the other compound tenses, and only

to a lesser extent in L_m interference. The L_m will influence the choice of form of the main verb if the verb is imperfective (continuous) in SC, and instead of the infinitive the present participle will be chosen, which is characteristic of E continuous tenses:

"What will you doing in the summer?"

In L_m, further, the enclitic auxiliary can stand after the main verb, which may result in omission of the verb shall/will:

"I have such feeling that I never learn it."

b) Choice of tense. The reasons for errors are the nature of the future tense, which besides futurity also expresses intention, resolve, will, obligation, probability, and certainty; and the ability to express futurity in the E system with other forms: present, present continuous, verb to be + going to, verb to be + adjective + infinitive. Further, L_m interference acts when the subject is in doubt as to which form to use and chooses a form from L_m (present, perfect, aorist, conditional). Interference from the L_m verbal form is seen in the choice of:

1 - the present:

"What do you learn tomorrow?"

2 - the present continuous:

"Today we are going to learn a new lesson ... and we are listening twice."

3 - the conditional:

"I think I would study chemistry." (a colloquial choice in L_m)

Besides this interference, confusion of the rules also causes incorrect choices:

1 - preterite:

"Our class is the best class in Yugoslavia and then we went there and stayed there five days." (future time context)

2 - present participle:

"I maybe going to the dance or to the theatre."

Finally, L_m interference appears in the choice of the to-infinitive instead of the future after the verb think. In contrasting a long series of verbs in the two languages, we have found that the choice of infinitive in object position is possible instead of a declarative sentence with the conjunction "da" (that). While such a choice is possible with the L_m verb "misliti", it is not with think. A direct carry-over of the L_m form leads to false choices like:

"I think to go to one village to my aunt."

CONDITIONAL

1) Present conditional. a) Formation. Lm interference can be expected in forming the present conditional because in SC the main verb is in a special form (the "active participle") which also serves to form the perfect, past perfect, and past conditional. Hence, in place of the infinitive, we may expect the E form which is used in corresponding tenses, - the past participle. From the preceding chapters, we also know that a replacement of one non-finite form of the main verb by another may result from confusion of the rules for making compound forms:

"He would invited his friends if Mira promised to come."

Confusion of these rules may show up as omission of the auxiliary:

"Maybe I like better to study languages."

This error may also come from carelessness, omission of the short form ('d) of should/would.

Incorrect choice of auxiliary again appears:

1 - to be:

"I am rather stay at home and learning something."

2 - will in the meaning of wish, already expressed by the verb like:

"What will you like to see?"

b) Choice of tense. L_m interference is seen in the incorrect choice of verb forms which can express possiblity, desire, or request in L_m; that is usually the present:

"So I do not like to work as a professor, I will like to work as a correspondent."

Such incorrect choices are most frequent with the verb like.

2) Past conditional. a) Formation. Errors are affected by the differences between the two languages in forming this conditional, and by the confusion of the rules for compound tenses. Differences exist both in the choice of auxiliary and in the form of the main verb. But although no errors occur in the form or choice of the auxiliary, we have recorded the following in the form of the main verb, arising because of L_m interference:

1 - have omitted, as a result of the choice of present conditional instead of past in the L_m:

"He would finished his study if he worked harder."
"If he had come I would been very surprised."

Confusion of rules led to the following:

2 - choice of infinitive as second non-finite form:

"He would have finish his study if he had worked harder."

Ignorance of the rules for choosing verb forms after defective auxiliaries, as

well as the lack of a corresponding verb form in the L_m, result in the choice of a tense instead of the infinitive of *have* in the perfect infinitive:

"He *should has gone* into the country if it had been fine."

b) Choice of tense. The choice of this tense is taken up in the chapter on the conditional sentence.

PASSIVE

a) Formation. Fewer errors were recorded in forming the passive than in choosing the passive, in choosing the tenses of the passive (covered in the analysis of the individual tenses), and in sentence structure, which is outside the scope of this work. Errors appeared where the auxiliary or main verb is used in both languages to make some other verb form. *To be* in E is used in the continuous tenses and in the passive and after it the main verb is in the present participle or the perfect participle. The verb "biti" in SC serves to make the perfect, past, perfect, "second future", and present and past conditionals, as well as for the passive, the main verb is in the active or passive participle. But since the frequency of the passive is much lower in SC, errors in formation are more likely to be the result of confusion of the rules for compound forms, and less on L_m interference. The errors are the following:

1 - incorrect choice of auxiliary:

a - *do* for *be*:
"*Did* he *satisfied* with his daily work?"

b - *have* for *be*:
"Mr. Brown *have sent* abroad on business."

c - *have* for *get*:
"... at Rab I *have acquainted* with an Englishman, professor from X."

2 - incorrect choice of tense in the auxiliary, which we interpret as a direct carry-over of the L_m form for indicating state:

"I am born in Zagreb."

3 - auxiliary omitted:

"... then our professor repeat once more and then we allowed to look in our books."

4 - main verb replaced by another non-finite form:

a - infinitive without to:

"I have been invite to the party last week."

b - infinitive with to:

"Your work had been to plan carefully." (in a passive context)

c - present participle due equally to ignorance of the rules and influence of the L_m aspect:

"He was talking about everywhere." (again a passive context).

d - the preterite of strong verbs may be used because of lack of knowledge of the principal parts of the verb:

"They were took for a drive in the car."

e - error in forming the passive infinitive:

"The accident would be forget after a few weeks."

b) Choice and use of the active instead of the passive. L_m interference is most marked in the choice of the active instead of the passive of those verbs which in the L_m use the reflexive form to express the passive. This is most often seen with the verbs repeat, change, and call, where the incorrect choice is the result of a literal carry-over of the L_m form:

"I go to an island which called Šolta."

INFINITIVE

a) Errors in formation, choice of an incorrect form for the verb:

1 - The verb is chosen with the ending -ed, as a result of confusion of the rules for making compound forms:

"The third helped him to climbed on the chair."
"I can remembered only some phrases from this."

The first example can be interpreted as interference from the L_m, which permits the choice of a subordinate clause, that is, a different grammatical form, in place of the infinitive.

2 - Choice of the preposition for instead of to before the infinitive is also a carry-over from the L_m:

"What have you got for eat?"

b) Errors in the choice of another grammatical form in place of the infinitive. These are almost invariably the result of interference from the L_m choice. There are several kinds:

1 - incorrectly chosen gerund, which represents a carry-over of the choice of a verbal noun with the preposition "za":

"But when you have much for learning?"

2 - incorrectly chosen present participle, clearly the influence of the L_m aspect:

"I must studying English."

3 - incorrectly chosen present, in place of a subordinate clause in the present which would probably be the L_m choice:

"A modern woman prefers works in office."

4 - a subordinate clause is the most frequent incorrect choice, and here the interference from the L_m is the strongest. Contrasting a list of E and SC verbs which in E invariably require the to-infinitive, we found the areas where errors would appear, since the L_m has two possibilities of choice: in the Croatian variant the infinitive is more highly recommended, while the choice of a subordinate clause is more frequent in the Serbian variant. The most frequent errors occur after the verbs learn, remember, forget, promise, try, etc.

"After I finish my studies I want that I would be a correspondent or a professor..."

5 - choice of a subordinate clause instead of the accusative-with-infinitive. L_m interference is even stronger here, since SC has no such structure; after verbs which require Accusative-with-infinitive in E, SC allows only the choice of a clause. Besides the verbs listed in 4, this group includes tell, order, invite, let, etc., verbs of perception and feeling. Two examples:

"I want that she will be a good wife."
"My mother wishes that I have a good job."

c) The difference between SC and E in the form of the infinitive results in the choice of a superfluous preposition to or in the omission of to where the system requires it. This error is also influenced by insufficient mastery of the E rules of formation and choice:

"I go sleep."

A superfluous preposition appears most often after verbs of perception and modals:

"I think that each member of family may to help her."

SEQUENCE OF TENSES

This is an area of great L_m interference, since the systems of the two languages differ greatly. The SC system does not constrain the choice of tense in subordinate clauses, and this will significantly influence tense choice in E, for there will be

carry-over of L_m forms. The main area of errors will be found in indirect discourse when the introductory verb is in the past tense. Since SC has no such relation between the tenses of the two verbs, errors here will be numerous, in spite of the fact that our subjects have been taught the rules and reasons for sequence of tenses. Therefore, this area must be given particularly great attention in teaching.

The errors are the following:

1 - will for would:

"She said he will go to the university."

2 - present for preterite:

"Mrs. Young said that mop is under the stairs."

3 - perfect for past perfect:

"Then those students who have passed that part of the examination came to the second part of the examination."

4 - preterite for past perfect, showing that our subjects do not feel the need to express differences in the time of the action:

"He told us that he left our home."

5 - present for future in the past:

"I thought that I read [ri:d] much during the holidays."

Fewer errors were recorded with an introductory verb in the present - understandably, since such examples are rarely found in speech. In these cases our subjects incorrectly generalize the rules for indirect-discourse tense shift to situations where it is unnecessary. The commonest error is the choice of the preterite:

"She says she didn't know."

VERBAL TENSES IN TEMPORAL AND CONDITIONAL CLAUSES

Treated here are errors in tense choice in ordinary clauses of time and condition, not in those affected by sequence of tenses. L_m interference is very strong here as well, due to a slovenliness in choice of tense in such clauses in SC, which has lately become quite widespread. Choices of the future and the conditional can be heard more and more, both in conversation and on communications media. This leads to deeply ingrained errors in E.

They are as follows:

1 - will after if, when: probably also due to confusion of these conjunctions with the homonymous interrogatives. In addition, our subjects subconsciously regard the "second future", which can be chosen here, as a future tense, and carry it over as such:

"That would be my profession if I'll take my chance."
"When my work will be finished, I shall come to my house..."

2 - the same reason affects the choice of would after if:

"If it would be possible I'd like to do some work in the tourismus."

Tense choice errors can occur in the main clause or the subordinate. SC expresses time relations with conjunctions; E, by choice of tenses, with the same laws in force as in subordinate clauses. The errors can be:

1 - choice of present instead of preterite:

"It would be very nice if you come to visit me."

2 - choice of preterite instead of present:

"When I came home I'll go to the kitchen."

3 - choice of past conditional instead of future due to confusion of the rules:

"If I realize my life plan I would have been very happy."

NEGATION

The reasons for errors in forming negations are differences in the rules in the two languages, which are seen in the place of the negative and the omission of the auxiliary, and the differences in the rules for negation between simple and compound verb forms within the E system. Further reasons are confusion of the rules for forming individual verb forms, the influence of difficulties in tense choice, and difficulties in the incorporation of the negative into adverbs, treated in the work on syntax.

L_m interference shows up in several ways:

1 - incorrect placing of the negative:

"He not was at home at three o'clock."

2 - omission of the auxiliary, with the negative before or after the main verb:

"Now I not know what will I specialization."
"If you want not to go to cinema, where are you going then?"

Confusion of rules for formation appears in:

3 - omission of the auxiliary in simple tenses as above, or choice of an incorrect auxiliary:

a - be for do:

"The iron wasn't work."

b - do for be:

"I didn't bathing."

c - do for have:

"He didn't lived here since 1955, but he has lived in his native town."

4 - incorrect choice of a form of the main verb instead of the infinitive:

a - ending in -ed:

"I wasn't thinking I'll not come but it didn't happened."

b - ending in -s:

"He does not speaks English well."

A special group represents the exclusive use of forms like this:

"I think I won't."

These are negated dependent clauses after the verbs think, suppose, expect, etc. In SC, the negative will be in the dependent clause, while in E it is next to the verb in the main clause. Thus the exclusive appearance of a negated dependent clause is a result of a carry-over of the L_m form.

INTERROGATIVE FORMS

Errors are again the result of differences in formation between the two languages, of differences within the E system, and of the free word order in the L_m when a question begins with an interrogative word. The interrogatives analysed were divided into two main groups: questions with inversion and questions with the auxiliary do; and each was subdivided into questions with and without an interrogative word. L_m interference is found in incorrect application of inversion with simple verb tenses and in disturbances of inversion, especially in interrogative-word questions.

a) In the group of questions with inversion, L_m influence is observed in interrogative-word questions:

1 - Declarative word order is retained; this occurs because of literal carry-over of the L_m form with the pronoun omitted:

"What they have done all day?"

2 - The whole verb group is inverted:

"What are doing the policemen on the crossroads?"

3 - In questions without interrogative word, the declarative word order is retained:

"You have found your homework?" (not intending to suggest a positive answer)

The influence of confusion of the rules of formation in interrogative-word questions with inversion is seen as:

1 - incorrect auxiliary do for have:

"Where do children spent their holidays?"

2 - incorrect auxiliary do for be:

"What do you doing tomorrow at night?"

3 - incorrect auxiliary do for shall/will:

"What do you learn tomorrow?" (this may also be an incorrect choice of tense)

Confusion of the rules also influences incorrect choices of verbal forms:

1 - infinitive in compound tenses:

"What are you study, or are you finish?"
"Why has he go to town?"

b) Questions with the auxiliary do mainly showed errors in the present. L_m interference is felt in:

1 - omission of auxiliary do in interrogative-word questions:

a - when inversion is carried out:

"What said ancient Greeks about sports?"

b - when the interrogative word introduces the question without an auxiliary:

"Where you spent your summer holidays?"

2 - In questions without interrogative word:

a - omission of auxiliary do:

"The accident took place at an unguarded crossing near your home?"

b - incorrect inversion:

"Goes he to school in Zagreb?"

Confusion of the rules for making verbal forms in do-questions:

1 - questions with interrogative word:

a - incorrectly chosen auxiliary be:

"What are you intend to study when you finish your school?"

b - incorrectly chosen form of the main verb instead of the infinitive:

b_1 - present:

"Where does she works?"

b_2 - preterite:

"Where did they went last year?"

c - superfluous auxiliary in questions where the interrogative word is the subject:

"Who does work six days a week?"

2 - questions without interrogative word:

a - incorrectly chosen form of the main verb instead of the infinitive:

a_1 - present:

"Does he speaks better English or French?"

a_2 - preterite:

"Did you went shopping alone?"

a_3 - participle:

"Do you sometimes going by ship?" (possibly also an incorrect choice of tense)

b - inadequate knowledge of the rules for making interrogative forms is seen in questions where the verb have is used as a full verb, but treated as though it were an auxiliary:

"Had you a drink before you went there?"

THE ANAPHORIC VERB "DO"

The only verb used anaphorically which caused our subjects trouble is do. One reason is confusion of the rules for interrogative and negative forms of simple and compound tenses, described in chapters XI and XII. The other, even more important, is L_m interference in choosing the verb from a question for use in the short answer, corresponding to the L_m choice:

"Do you understand the question?" - "Yes, I understand."

VERBS WITH THE GERUND

Errors in the choice of the gerund after certain E verbs mainly stem from ignorance of the rules, but there is also interference from the L_m, which does not have an obligatory rule for choosing the gerund, but rather a double possibility: infinitive or subordinate clause. Hence the large probability of error. The most likely error is a carry-over of the L_m choice, but errors can also be conditioned by confusion of the rules within the E system.

This chapter treats only the verbal properties of gerunds within the verbal group. Besides errors recorded in the material, a list is given of possible errors of our subjects in gerund choice. The errors were studied by contrasting the forms and choices in the two languages.

The gerund in E is chosen after a large number of verbs, such as stop, finish, enjoy, imagine etc., after the phrases it is no use /good, can't bear/stand, and after the adjective worth. After the corresponding SC verbs, phrases and adjectives, infinitives, subordinate clauses, and verbal nouns with or without preposition can be used.

The commonest error is the choice of the infinitive, resulting partly from confusion of the E rules, since a number of E verbs can select either the infinitive or the

gerund of the following verb, with a difference in meaning. However, L_m interference is primary here. The infinitive appears both with and without to, especially with go and come:

"She goes dance every Saturday."

L_m interference is very strong in errors in choosing a form of the verb with a preposition, whether in the choice of the preposition (see the work on parts of speech) or of the verb form:

a - infinitive after a preposition:

"I didn't know that you are fond of to paint."

b - superfluous preposition with gerund:

"I go to swimming."

Confusion of the rules for choice of forms appears as a wrong choice of verb form or even tense after the main verb. Only the choice of preterite was found:

"They came rowed in a little boat and went into Switzerland from Italian."

Since the gerund is morphologically identical to the present participle, we may expect the possibility of the choice of a continuous tense after the main verb.

THE "HAVE GOT" CONSTRUCTION

This construction is used in the meanings of must and possess in place of the verb have, especially in spoken E. However, because they encounter it only at a quite advanced stage in their study of English (which will probably be remedied in the near future), our subjects use it very rarely. The consequences are that they:

1 - wrongly translate it as "dobio sam" = 'have received'

2 - choose have instead of have got

3 - make the negative and interrogative forms of the almost exclusively

chosen have, which is here a full verb, without the auxiliary do. These deviations are influenced equally by the methods of work, the textbooks (with the exception of the text for E as a second foreign language and the new revised text for elementary school), and the L_m verb "imati" = have, which functions only as a verb of full meaning.

TRANSITIVITY

Differences in the uses of verbs as transitive or intransitive in the two languages necessarily cause errors. The first reason is the difference in the verb-noun relation. E expresses the relation between verb and noun within the sentence by means of word order and choice of preposition, while SC does it with the cases of the noun. A second reason for errors is the choice of preposition in the E system, where there are prepositional verbs and verbs with a preposition or adverb as a complement. Third, there are differences between the two languages in the transitivity of individual verbs.

L_m interference will be the strongest when there are differences in the transitivity of individual verbs. This will be seen in:

a - omission of the object; most often with tell:

"She told she goes for a walk."
"How did you like there?"

b - omission of the preposition:

"I can listen what I say."

c - choice of superfluous preposition with a verb employed alone in E, but with an indirect object or a preposition in SC. Errors of this type are direct carry-overs from the L_m:

"The Bonds discussed about sports and games."

L_m interference also appears when intransitive verbs are used transitively,

showing up in the omission of the preposition before an indirect object:

"They described us we shall find them there."

DEFECTIVE VERBS

This chapter covers only errors in choice of forms of defective verbs and in the choice of their tenses; errors in the forms of to be are treated separately. All these errors have already been analysed under errors in making verb forms and choosing tenses, but here they are systematized.

1 - errors in the choice of the infinitive without preposition: we find the prepositional infinitive, the present, and the preterite.

2 - incorrect choice of must in preterite function.

3 - errors in choice of forms of to be, which arise from incorrect generalization of the rules of the E system, as well as from interference of the L_m forms, and coincide with the errors in forming the preterite and perfect of other verbs.

CONCLUSION

Analysis of the areas of error in the speech of our subjects leads us to the following conclusion. There are two reasons for errors:

1) Interference from the L_m shows up in errors

a) because of similarity of verb forms in the two languages, where there is carry-over of the L_m form into E;

b) because of differences in the forms of the two languages.

These two points can be expanded further.

a) The most interesting area was that of similarity of forms in the two languages. The results were errors in formation and use of tenses, and in formation and choice of simple and compound tenses, in their correspondence

with the SC verbal aspects, transitive use of verbs, etc. Here teaching methods and the order of presentation play an important role. More attention should be given to explaining the need of replacing the SC aspects with appropriate E forms, to the difference between simple and continuous tenses, and to the relation between time of the action and verbal tense.

b) SC lacks certain rules, and our subjects do not apply them in E either, but carry forms over directly. We find this in sequence of tenses, choice of infinitive or gerund, etc. Where the forms differ, teaching methods, order of presentation, and manner of explanation will have a significant effect on the errors found.

2) The influence of L_1 is strongest in errors in formation and choice of tenses, and in incorrect choice of auxiliary and the form of the main verb. This is because of incorrect analogy and generalization, particularly in the choice of continuous tenses for verbs not having them, in the choice of the infinitive, and especially in the forms of strong verbs.

The error analysis also pointed up the syntactic poverty of the sentences in our subjects' speech, which appears as low frequency of relative and other subordinate clauses, hesitation in free conversation, and slavish adherence to the texts in the textbook.

Contrastive analysis has helped us establish the areas of overlap, recognize, classify, systematize, and predict errors, and establish their causes.

NOTES

1. There are no examples of future continuous in the material, since the sentences used did not require this choice. This chapter covers only the future tense expressing futurity, not its other meanings.
2. There are no examples of past perfect continuous with errors, since there were no sentences in our material that would require this choice.

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ERRORS IN THE SYNTAX OF THE SENTENCE IN THE SPEECH OF LEARNERS OF ENGLISH IN THE SERBO-CROATIAN-SPEAKING AREA

I Errors connected with the main elements of the sentence

This group contains errors connected with S, P, O, and AM and their position in Se. (S - subject, P- predicate, O- object, AM - adverbial modifier, Se - sentence)

1. Subject. a) Inverted S and P.

"This letter found his wife in his pocket."
"They want to make a language which would speak all people."

These examples were made on the model of

"Ovo pismo našla je njegova žena u njegovom džepu."
"Oni žele stvoriti jezik koji bi govorili svi ljudi."

in Croatian. Such a word order is possible in Croatian because of the existence of case endings defining the subject and object, but in English, where subject and object are defined by their position in the sentence, it is incorrect.

b) Incorrect position of the S in interrogative sentences. The S is often incorrectly placed in wh-questions, e.g.

"What has seen the traveller?"

following the Croatian prototype "Što je vidio putnik?"

Besides interference from L_m (L_m - mother tongue), the reason for such an error may be false analogy. A wh-element is used to question both S and O. In both instances it takes first position in the interrogative Se, but the order of the remaining elements shows whether S or O is being asked about. In the

example cited, the speaker, by analogy to a question about S, used the same word order in a question about O.

c) Omitted or repeated S. Omission of the S is particularly frequent in complex sentences with subordinate clauses, e.g.

"When I, my mother and fatner, when have money, we go..."

The cause of this error is the prototype in L_m, in which the S can be left out because of the person endings on the verb, e.g. "Kad ja, moja majka i otac, kad imamo novca,..."

The formal subject "it" is also often omitted, e.g.

"Sometimes happens that sitting in the room..."

following the Croatian prototype "Ponekad se dogadja da..." where the formal subject is not expressed in surface structure.

2. Predicate. This group treats only errors in properties of the P unconnected with its relation to the S. All errors resulting from the P - S relationship are taken up in the group of errors connected with the S.

a) Predicative noun instead of adjective. Errors of this type are recorded in expressions of nationality, e.g.

"... although I am Dalmatia, I am sick..."

Interference from L_m acts in the direction of the use of a noun for an adjective, following the Croatian"... iako sam Dalmatinac..." ("a Dalmatian"). To express his nationality, the speaker uses the noun he knows, "Dalmatia".

b) Adverb instead of adjective as nominal P after "to be" and linking verbs.

The incorrect Se

"... because it sounds for me more naturally."

was produced following a Croatian pattern using an adverb of manner answering

the question "kako zvuči" ("How does it sound?"), e.g. "Meni zvuči prirodno." This type of error is particularly frequent after linking verbs and after "to be" with "it" as S, e.g.

"It was calmly."

like Croatian "Bilo je mirno." The neuter-gender adjective identical in form to the adverb leads here to the use of an adverb in English.

3. Object. a) Incorrect position of O.

a_1) O before S. This order is particularly frequent in sentences which in correct English would have to be in the passive, e.g.

"And this letter I put somewhere in some book."

Instead of giving the O a prominent place in the sentence by using the passive form, the speaker following the L_m pattern gives prominence to the object by putting it first in an active Se ("I to pismo stavila sam..."). In the Croatian surface structure the subject is not expressed, but the verb ending shows its presence in deep structure. Since there is no English ending for 1st person sg., the speaker uses "I" as S of the verb "put" thus producing the ungrammatical string "This letter I put ...".[1]

a_2) O separated from verb. Under the influence of the relatively free word order in Croatian surface structures, our speakers often deviate from the correct English order V_t + NP, e.g.

"I learnt in school three languages." like Croatian

"Učio sam u školi tri jezika."

This phenomenon is particularly frequent when the Se has adverbial modifiers in it.

a_3) O before main verb. The example

"He hasn't me my book given."

is not the result of interference from the L_m, but probably from some other language he has studied previously, perhaps German, as the separation of the main verb from the auxiliary suggests "Er hat mir das Buch gegeben." [2]

b) O omitted. Omission of the O is a phenomenon most frequently appearing with verbs which do not require a surface structure O in Croatian in the same collocation, e.g.

"We had to explain to him all the situation but he didn't believe." like Croatian "... ali on nije vjerovao."

4. Adverbial modifiers. L_m interference is particularly notable in the use of adverbs and adverbial modifiers, in view of their practically complete freedom of position in the Croatian Se.

a) Adverbs or adverbial modifiers in incorrect position.

a_1) Place expressions

We have recorded these after the S, after transitive verbs, after time adverbials, e.g.

"We have there a house."
"They there sale their goods."
"She was three years ago here."
"I learned at school German."

All these examples were produced according to the Croatian prototypes:

"Imamo tamo kuću"
"Oni tamo prodaju svoju robu."
"Bila je pred tri godine ovdje."
"Učila sam u školi njemački."

a_2) Time expressions

Adverbs of definite and indefinite time appear in incorrect positions because of interference from Croatian, e.g.

"She was cleaning yesterday her husband's suit." (definite time)

"...so he led us always there." (indefinite time)

"I must work every day very hard." (adverbial expression of time)

Produced according to the Croatian:

"Čistila je jučer muževo odijelo."

"... tako nas je vodio uvijek tamo."

"Moram raditi svaki dan veoma mnogo."

a_3) Other pre-verbal adverbs. Besides indefinite time adverbs, many other pre-verbal adverbs are used in an incorrect position instead of preceding the verb, e.g.

"I want to study really medicine, too."

according to Croatian

"(Ja) želim studirati doista medicinu."[3]

a_4) Manner expressions. We have recorded manner adverbs used before the O and before intransitive verbs, e.g.

"It's quite difficult to speak fluently English."

"They hear their parents so to speak and they learn from them."

Produced according to the Croatian model:

"Prilično je teško govoriti tečno engleski."

"Čuju svoje roditelje tako govoriti, pa..."

b) Omitted adverbs. Particularly frequent is the omission of an adverb of place after a verb of motion, e.g.

"She went with her dog Rex."

Speakers often use "go" to cover a wide semantic field, not only "ići" but also "poći" (start out), "šetati" (stroll), "hodati" (walk). Since a place adverb is not obligatory with these Croatian verbs, the speaker leaves it out in English as well.

("Šetala/pošla/hodala je sa svojim psom Rexom.")

II Subsidiary sentence elements

This group includes errors among the main elements of the sentence, i.e. deviations from the correct syntactic relations between main elements.

1. Incorrect order of modifiers[4]

a_1 Errors in placement of regular determiners.

(i) Incorrect position of definite and indefinite article. Examples were found with the article next to the noun even when another modifier is present, e.g.

"There's many people during summer the holidays."
"They were afraid of falling the chimneys."

Since the article is something new for the learner, something non-existent in his mother tongue, he reacts only to the stimulus "different from mother tongue". This "different" is manifest as the use of the article with the noun, so that for him article - noun become an indivisible unit.

(ii) Use of possessives and genitive in incorrect position. L_m interference leads to wrong use of possessives when the noun is determined by a demonstrativ , e.g. "I don't believe that I will ever reach this my wish." like Croatian "ova moja želja."

Interference from Croatian leads to the use of the genitive in an incorrect position when the optional pre-article "all" is present, e.g. "Nancy's all vitals were burning." like Croatian "Nensini svi organi..."

(iii) Incorrect position of "all". The Croatian equivalent of the pre-article "all" ("sav", "svi", "čitav") does not have such strict constraints on its position with respect to the noun, and so "all" in the Croatian-speaking area is found

used after the possessive adjective, e.g.

"His all vitals were hurt." like Croatian "Njegovi svi organi..."

a_2) Incorrect position of post-determiners. We find wrongly placed numerals, e.g.

"We spent there very nice two week." like Croatian "... vrlo lijepa dva tjedna."

a_3) Incorrect use of pre-determiners. This appears mainly in the omission of the word "of", e.g.

"I have to read lot foreign literature." like Croatian "Moram čitati mnogo strane literature."

In this example the one-member Croatian expression "mnogo" leads to the use of just one element "lot", of the English three-member expression "a lot of".

b) Postmodification instead of premodification. Although the position of modifiers is the same in Croatian as in English, that is, before the modified noun, we find instances of postmodification, such as "What do you usually do after your lesson of English?" like Croatian "... nakon sata engleskog".

In this example the adjective "engleski" is treated like the group "engleski jezik", with the noun "jezik" (language) understood and not expressed. Since in Croatian an adjective next to a noun is declined, here being in the genitive, the speaker used the preposition "of" with the adjective "English" which led to post-modification of the noun "lesson".

c) Incorrect ordering of descriptive adjectives. There are no strict constraints on the order of a string of Croatian adjectives, which leads to incorrect ordering of descriptive adjectives in our learners' English sentences, e.g.

"It is an tourist small town on the Adriatic seaside." like Croatian "To je turistički mali grad..."

2. Negation. This subgroup treats errors in the system of negation, i.e. errors occurring in English negative sentences in the Croatian-speaking area.

The negation system in Croatian differs from that in English so that deviations from the correct constructions are very frequent.

We have noted:

a) Omission of the auxiliaries. The L_m pattern is the cause of the error "Now I not know what will I specialization." produced following the Croatian "ja ne znam..."

The incorrect negation in

"If you want not to go to the cinema..." is probably conditioned by false analogy with the negative forms of "to be" and the modal verbs.

b) Incorrect position of "not". We have noted instances where the auxiliary is used but "not" is still wrongly placed, e.g.

"That can I say not."

This sentence was probably produced under the influence of some other foreign language; or else the learner knows that the system of negation differs from that in his mother tongue and, reacting only to the stimulus "different from mother tongue" puts "not" after the main verb.

If the negation refers to a noun, adjective, or infinitive, "not" is used before the negated word. Since, in Croatian, "ne" and "nije" are not under such strict constraints, "not" is sometimes found in an incorrect position, e.g.

"I had a book and wrote from the first moment but Russian not."

produced according to the possible Croatian construction "... ali ruski ne."

c) Double negation. This occurs under the influence of the Croatian pattern in which two or more negative words can be introduced into a string.

Thus the examples

"I don't know nothing."

"You don't eat nothing."

are produced according to the Croatian "Ja ništa ne znam." "Ti ništa ne jedeš."

3. Number agreement. Agreement in number is one of the grammatical relations between parts of the sentence. Although the same category exists in Croatian, errors in agreement are frequent. We have noted the following:

a) Incorrect number agreement of S and P. The most frequent errors are 1) in agreement of the verb in the phrase "there is/are" with the S it introduces, and 2) in agreement of S and following verb, e.g.

"There's many people during..."

"It consist from two parts..."

Both examples can only be explained by deficient knowledge of grammar.

b) Incorrect number agreement of determiner and noun. The errors recorded show that errors arise

1. with regular determiners, namely demonstratives:
   "I don't know in what way shall I connect these subject together."
2. with the pre-article "all":
   "There came from all side of our country."
3. with post-determiners:
   "It were two kind of slaves."

All these errors can only be explained by deficient knowledge of grammar.

c) Incorrect contextual agreement. Incorrect number agreement very frequently arises when a noun in a Se is repeated in the form of a pronoun, e.g.

"We have always learned some parts, but we, when we repeat it..."

Such an example can only be explained by deficient knowledge of grammar.

L_m interference appears in the example:

"I read in Russian book and English, it is the two languages I know."

Here L_m interference affects the choice of words. In most instances Croatian "to" corresponds to "it" and not to "this/these" and an incorrect choice of words leads to incorrect contextual agreement.

4. Agent. The agent in English appears after passive verbs and nouns of certain categories, such as literary works, and is introduced by the preposition "by". The possibility of using the agent either before or after the object in Croatian, depending on emphasis, and the use of the preposition "od" generally translated as "from", lead to two kinds of errors:

a) incorrect position of agent:

"Now I just read by Theodore Dreiser "Jennie Gerhardt".

b) incorrect preposition:

"... and from Krleža I read Hrvatski bog Mars."

5. Question tags. In English the form of the question tag changes, depending on the sentence pattern it goes with. In Croatian, the same form "zar ne" is used without regard to the sentence structure.

Hence two types of errors occur: 1) those conditioned by inadequate knowledge of the rules for question tags, and 2) those conditioned by L_m interference, e.g.

1. "He wants a new dress, wants he?
   "You never go to the cinema, don't you?
2. "You haven't seen it, yes?" like Croatian "je li?"
   "You are from Dalmatia, no?" like Croatian colloquial "ne?".

III Subordinate clauses

This group treats only deviations from the rules for making a clause subordinate, while other errors, such as position of S, O, AM, etc., are treated under the appropriate headings.

1. Relative clauses. Relative clauses function as modifiers of nouns. The choice of relative pronouns as clause markers depends on whether the antecedent is N_{an} or N_{in} (animate or inanimate) and on how definite it is. Errors in choice of relative pronoun are frequent. The following were noted:

a) Incorrectly chosen relative pronoun. a_1) "What" and "which" for "that" when the antecedent is

(i) an indefinite pronoun:

"The doctors will do everything what they can do..."

"What" was used because of the L_{in} interference, which, because of identification of relative "what" with interrogative "what" translated as "što" conditions an incorrect choice of relative pronoun.

(ii) a superlative:

"This was the best film which I ever saw."

The cause of the error is non-observance of the rule requiring choice of the relative pronoun "that" when the antecedent is a superlative.

(iii) an ordinal number:

"This was third time what I visited this island."

Besides ignorance of the rules, interference from Croatian also affected the production of this sentence. Croatian would use the pronoun "što" which speakers identify with the interrogative "što" and translate as "what".

a_2) "which" for "who", e.g.

"The slaves which live in the house..."

Interference from Croatian affects this incorrect choice of relative pronoun, since Croatian can use the same relative pronoun "koji, -a, -e" for N_{an} or N_{in} antecedents.

Furthermore, since interrogative "which" is translated as "koji", and interrogative "who" as "tko", speakers identify the semantic field of "koji" with "which" even when the relative pronoun "who" should be used.

a_3) "this what", "this that" for "what" as in

"If you think that for this what you learn..."

"He can combine this that he heard from the others."

In both examples the error is caused by interference from Croatian, since speakers form the incorrect two-member expression "this what" or "this that" as an equivalent for the two-member "ono što" in Croatian.

a_4) "what" for "which" as in

"She read all the Bible through what gave her strength..."

Since Croatian uses "što" after an antecedent which is a Se, Croatian speakers often use "what" because of the semantic reasons cited above.

b) Relative pronoun in incorrect case.

b_1) Objective case for nominative, as in

"I always just watch and hear a teacher whom I think is a very good one."

This incorrect example was probably produced under the influence of the Croatian colloquial construction "za kojeg mislim da je dobar", in which the relative pronoun is in the accusative; the speaker uses the same case in the English sentence.

2. Time clauses. a) Incorrectly chosen tense. The possibility of using the "second future" (futurum exactum) in Croatian time clauses conditions the incorrect use of the furute in English, as in

"I shall read the book when I shall buy it." like Croatian "Čitat ću knjigu kad je budem kupio."

3. Conditional clauses. a) Incorrectly chosen tense. The possibility of the "second future" in Croatian conditional clauses conditions the incorrect choice of tense in our speakers' English sentences, as in

"We'll cherish her if she'll fall ill."

where the future is used in the conditional slause, or

"If I'd be able to find the place in schools, I'd like..."

where the conditional is used.

b) Incorrect choice of conditional conjunction. Under the influence of Croatian, which uses the same conjunctions with and without the negation "ne", our speakers do not choose between "if" and "unless", but only use "if not" as in

"I don't believe that I will ever be able to speak English fluently if I will not spend..."

4. Indirect discourse.

English indirect discourse and the changes it causes in the sentence pose complex problems for Croatian speakers. L_m interference is the cause of many errors, since Croatian indirect discourse differs from English in several important ways:

a. In English the use of a particular tense in the main clause conditions the choice of tense in the subordinate clause. In Croatian there is no such dependence, and errors arise like

"She said she will go to the university."

The obligatory shift of tense in the subordinate clause is not carried out; rather, the sentence is produced on the model of Croatian "Rekla je da će ići na univerzitet."

b. In English adverbials of time and place change to forms expressing remoteness in time and space if the verb of the main clause is in the preterite or past perfect. In Croatian the adverbials are used unchanged in the subordinate clause without regard to the tense of the main clause, which leads to errors

like:

"She asked her how long yesterday worked."

c. In English the introductory clause is most often formed with "say" or "tell", two verbs which differ in their use with objects. The Croatian equivalents "reći" and "kazati" do not differ as to use with objects. Hence errors in using "say" and "tell" are frequent:

"He told not to sit on his bed."

"He said Elsa to take rails so as not to fall."

d. In English subordinate clause, whether declarative or interrogative, keeps the order S - V - O. In Croatian surface structures such a sequence is not generally obligatory; in particular, not in indirect discourse, which leads to frequent errors in interrogative clauses in indirect discourse. We have noted the following:

(i) Inversion of the auxilliary "do", e.g.

"He asked what did he think about it."

The speaker keeps "do" in the same position in indirect discourse as in direct quotations.

(ii) Inversion of modals and "to be", e.g.

"I don't know how can I say this in English."

"Elsa asked Mrs. Young how old is the house."

Besides those cited, interference from Croatian is the cause of further errors:

1) wrong word order after the conjunction "that", e.g.

"He said that existed a danger of..." like Croatian
"Rekao je da postoji opasnost..."

2) omission of the subject in subordinate declarative and interrogative clauses, e.g.

"She asked her how long yesterday worked." like Croatian
"Pitala ju je kako je dugo jučer radila."[5]

3) omission of the conjunctions "if", "whether", as

> "So today I don't know did I lost the letter." like Croatian
> "... ne znam jesam li izgubila pismo."

In Croatian in such instances there is inversion with the interrogative morpheme "li" but no conjunction between main and subordinate clauses, and speakers follow the same pattern in producing English sentences.

IV Compound sentences

This group treats only the manner of conjoining clauses into compound sentences, while all other errors in sentence structure are treated under the appropriate headings.

This group of errors shows superfluous use of conjunctions, conditioned either by L_m interference or by the learner's personal style (he would use superfluous conjunctions in Croatian as well).

> "Did you learn drive before when we go in England?"

In this example the speaker, following the two-membered Croatian "prije nego", uses superfluous "when" after "before". Cases are recorded of superfluous "and" before present participles and infinitives, e.g.

> "I look at him and try to see me instead of him there and doing something like that."

In this example the speaker, following the Croatian "zamišljam sebe kako radim..." incorrectly inserts "and" before the participle "doing" so as to keep the same number of elements as in the mother tongue construction.

Nastojim	vidjeti	sebe	umjesto	njega	tamo	kako radim ...
I try	to see	me	instead of	him	there	and doing ...

In the example:

"And he led us always there and to show us all the most important..."

the speaker uses a superfluous "and" before the infinitive "to show", probably because in Croatian he would use a purpose clause with "da" ("that"), so that he inserts "and" in the position where the conjunction of purpose "da" would be.

V Errors in the structure of prepositional phrases

In this group we put errors in the structure of prepositional phrases in the sense of the omission of elements or the additions of superfluous ones.

The causes of such errors are two in number: a) a corresponding phrase does not exist in the target language, b) one exists but has a different structure. Both causes lead to L_m interference, but there are also errors caused by false analogies.

We have recorded the following errors in the structure of prepositional phrases:

a) Omission of prepositions after certain verbs:

"He has looked all the fuses." like Croatian "gledati nešto".

"We explain them that it was wrong." like "tumačiti nekome".

The example "I have been Germany." shows the "transition phase", when the learner is giving up his mother tongue system, but has not mastered the target-language system. In this phase he reacts to the stimulus "different from mother tongue" and produces ungrammatical sentences, leaving out elements which he is not sure are right.

b) Superfluous prepositions. These may be caused (i) by interference from Croatian, e.g.

"Do they direct with the traffic?" like colloquial Croatian "upravljati s prometom".

(ii) by false analogy, e.g.

"Yes, I have there one uncle and of my aunt son..."

Here the rule for using "of" to make the possessive of inanimate nouns has been extended to an animate.

c) Use of the wrong pronouns caused by interference from Croatian, e.g.

"On this way" like "na taj način"

"They waited on us." like colloquial Croatian "čekali su na nas"

"pay attention on" like "obratiti pažnju na".

VI Suggested system for correcting and eliminating syntactic errors

To avoid or correct the syntactic errors which we have recorded in the speech of learners of English in the Croatian-speaking area, intensive drill is needed on the correct constructions, since this is the only way to achieve automatic production of grammatical sentences.

One of the recognized methods for intensive drilling of correct constructions is the substitution tables introduced by H. E. Palmer. They are so named because each word in the sentence pattern can be replaced by another from the same column, and combined with any element from the other columns. In this way a large number of sentences with the desired pattern can be produced. Here is a sample table for the sentence pattern with four basic elements, S - V - IO - O.

S	V	IO	O
The king	gave	him	his medal
He	showed	me	nothing
I	offered	the old man	a gold ring
The commanding officer	sent	the postman	a letter of thanks
	refused	my brother	a robe of office
The general	promised		

This table gives a total of 750 sentences of the same construction.

F.G. French in his book "English in Tables"[6] takes 5 basic sentence patterns as a basis for forming substitution tables:

1) S - V ..... two main elements
2) S - V - O ..... 3 main elements
3) S - V - ^{S}C ..... 3 main elements
4) S - V - IO - O ..... 4 main elements
5) S - V - O - ^{O}C ..... 4 main elements

(^{S}C - subject complement, ^{O}C - object complement)

Learners, as they work with tables, will recognize these patterns in every sentence construction, whether in simple or complex sentences; other grammatical phenomena can be treated as well (tenses, subject-predicate agreement, noun modifiers, etc.) as long as the table is clear and just one structure is being mastered or corrected.

Work with substitution tables can be quite varied: from simply reading off all possible combinations to memorizing the table, which allows learners to compete in giving the largest number of sentences in a given time; or one can give the first element of a sentence, another continues, etc., and for written work new elements may be added to the various columns, as long as every combination will produce a meaningful sentence.

It is clear from the above that work with substitution tables is very helpful in drilling sentence constructions, since the learner has no possibility of using an incorrect construction, and frequent repetition of the same pattern forms habits leading to automatic production of grammatical sentences. This method is equally successful in forming correct habits and in correcting wrong ones, particularly in cases of L_m interference, and can be recommended as one worthwhile mode of work in English teaching.

In view of the types of syntactic errors established in our study, which mainly reduce to the construction of the basic sentence patterns[7], we propose the following sequence:

The starting point in English teaching should be the basic sentence patterns. If we consider that it is easiest to acquire structures identical in the L_m and L_t, then sentences with "to be" are the most advantageous first unit (S - to be - $\begin{Bmatrix} \text{Adj} \\ \text{Loc} \\ \text{Nom} \end{Bmatrix}$). Of the choices for Pred position, Adj and Loc are the easiest for our speakers, since identical constructions exist in Croatian. The third possibility, with Nom as Pred, would be taken up later, because of the indefinite article which appears before the noun in this position. Croatian has the noun without article here. This similarity with a minimal difference is an area where L_m interference can lead to syntactically incorrect sentences. Hence we consider that such units as this could better be taken up at a somewhat later phase of English learning, of course bringing out the similarity and difference in construction between the two languages.

The sentence construction S - V_i with an optional adverb is not a difficult unit in the Croatian-speaking area, so that some other grammatical phenomena can be worked on within the same pattern, such as tenses and the correct position of adverbs.

A more difficult unit is sentences with V_t, especially when there are both a direct and an indirect object. In view of its highly developed inflection, Croatian has a freer word order in this type of sentence, so that a great deal of intensive practice is needed along with the explanation of the proper word order in order to avoid L_m interference and acquire the correct sentence pattern. First the simpler pattern S-V_t-O-(Adv) should be worked on, and then S-V_t-IO-O-(Adv). The possibility

of making the IO into the object of a preposition should be taken up later, since this construction differs from the L_m pattern in having the preposition.

The unit which is hardest to acquire because of interference from Croatian, and should therefore be introduced later, is sentences with linking verbs.[8] Of the class of linking verbs, only "become", "stay" and "remain" are used in Croatian in the same construction, that is, only these verbs ("postati", "ostati") take an adjective as complement. All the others appear with adverbs in Croatian, and so L_m interference leads to the production of ungrammatical sentences with Adv after V_{cop}. We therefore feel that this unit can best be handled by introducing the verbs "become", "stay" and "remain" first, because of their identical use in Croatian. In this way the pattern with Adj in third position will be acquired, and according to this pattern the habit can be formed of using Adj after the other verbs as well, like "feel", "smell", "appear", "look", "seem" etc.

Within the patterns:

1) S - to be $\begin{Bmatrix} \text{Adj} \\ \text{Loc} \\ \text{Nom} \end{Bmatrix}$

2) S - V_i

3) S - V_t - O

4) S - V_t - IO - O

5) S - V_{cop} - Adj

other grammatical phenomena can be treated, such as verb tenses, subject-predicate number agreement, use of modifiers, etc.

After thorough treatment of these basic patterns, there follows the joining of clauses into compound sentences, while subordinate clauses can also be treated together with the basic patterns, so that the learners can recognize the basic

pattern in every sentence construction and thus observe and grasp the rigorous word order of the English sentence.

This proposed grammatical sequence should be considered as only a framework which the textbook writer could use in working out a detailed gradation of the material.

NOTES

1. The order O-S-V is possible in English surface structures, but represents a deviation from the unmarked grammatical order, and can be considered emphatic. In view of the special prosodic features involved, and the constraints imposed on such instances by the grammar of the language, we consider such an order as outside the scope of normative grammar. See: H.W. Kirkwood, "Word Order in English and German", Journal of Linguistics, Vol. 5, Number 1, 1969.

2. The example was an answer to the question "Has he given you your book?" and no specially marked sentence with the V coming at the end would be expected in this case.

3. In Serbo-Croatian it is possible for the adverb "doista" to appear as the theme (comment) at the end of the sentence under logical accent, but its position is not strictly determined: it may stand before or after the object, so that the speaker carries this possibility over into the foreign language.

4. The terminology connected with modifiers and their classification follows O. Thomas "Transformational Grammar and the Teacher of English" pp. 79-87, Holt, Rinehart and Winston, Inc., 1966.

5. The type of error in a) and b) are treated in more detail in Group I, 1a, 1c.

6. F.G. French "English in Tables", OUP 1967.

7. The four kernel sentences of O. Thomas "Transformational Grammar and the Teacher of English, p. 35; French's five basic sentence patterns, T.G. French "English in Tables", p. 2.

8. See O. Thomas "Transformational Grammar and the Teacher of English", pp. 123-125.

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TEACHING PROBLEMS IN PRESENTING MODAL VERBS

Based on the report "The English Modal Auxiliaries and Interference Problems" by D. Kalogjera

1. In his report the author observed the following interference areas between the structures of the two languages:

"The similarity in meaning and patterning may cause a SC speaker to identify certain verbs in SC with certain modals in E which may give rise to conflicts, errors and learning problems".[1]

1.1. There are some frequent errors of SC learners that are not covered by this statement. E.g.:

"I must to go"
"I think that each member of the family may to help her"
"He can to learn English"
"They must to be intimate"

1.1.1. The mistake probably occurs because SC learners identify the SC infinitive with the E infinitive preceded by to and make transfer of the whole v-infinitive structure.

S	V	Inf.
Ja	moram	ići
I	must	to go

1.1.2. Another possible source of this mistake is the analogy to the I want to go, he tried to catch kind of structure.

The mistake could be easily avoided by using intensive drills, since the structures are in fact identical in the two languages. The textbook writers should prepare special exercises for mastering the patterns like "I must go", "He can go".

He		
I		
Mr. Brown	can	go to the seaside
You	must	catch the bus
Mary	may	read this book
The whole family		
We	could	grow flowers

Besides observing the functioning of the structure, the learners will get used to the idea that there is no flexional difference between the third person singular and other forms, and mistakes of the type "She must [2] cooks and sews", "He should has to be clever", "A modern woman is a person who can works", will probably be avoided. The same substitution table can be used to practice the interrogative and negative forms of the modals.

2. Taking up one by one the grammatical roles of the modal verbs stated by Kalogjera and checking the contrasts between the structures of the two languages against classroom experience, the following observations can be stated:

2.1. Occurrence of modals before not (n't) for sentence negation.[3] The fact that in the SC verbal system the negative particle precedes the verb usually does not cause any serious difficulty for SC learners provided that good structural drills were used in teaching.

"On ne može ići" "He can't go"

2.2. On the other hand, there is very often a semantic problem involved in the negative form of the verb must. When SC is the source language the

following mistake occurs:

"Moraš li ići?"	"Must you go?"
"Da, moram".	"Yes, I must".
"Ne, ne moram".	"No, I mustn't".

2.3. When E is the source language the mistake is manifested in the opposite direction. An English person speaking SC would very often express the meaning of the sentence "I mustn't come back after five o'clock" as "Ne moram se vratiti iza pet sati". The negative form of the verb must expresses prohibition to do something, whereas the negative form of morati expresses permission not to do something. So misunderstandings frequently occur as the verb must and its SC equivalent morati semantically differ in their negative forms. (The equivalent of mustn't is ne smjeti in SC.)

In classroom tactics special attention should be paid to clearing up the semantic difference between moram, ne moram vs. I must, mustn't, using translation whenever necessary. A drill similar to the following can be used:

Translate the following sentences from SC into E:

Moraš li ići? Na žalost moram, ali ne moram dugo ostati.
John ne mora danas ići u školu, ali mora kod kuće napisati zadaću.

Translate the following sentences from E into SC:

I mustn't be late, so I must hurry up.
Must you do this? No, I needn't.

3. Occurrence of modals before the subject.[4]

3.1. Kalogjera rightly states that certain difficulties for the SC learners can be expected to result from the different position of the subject of the interrogative sentences in the two languages. English grammar demands an auxiliary before

the subject in questions, affirmative or negative:

"Must he behave like that?"
"Can't I come with you?"

3.2. A frequent mistake of our learners is that they do not invert the affirmative sentence word order s-v. Instead, they try to express interrogation by some kind of rising intonation

"You must work on Sunday?"
"You can go to your office so late?"

Although the structure is possible, SC learners should not be encouraged to use it for two reasons:

1. The only signal of interrogation here is intonation; as the non-native speakers can hardly hope to master the patterns of the target language intonation, this structure might cause misunderstandings.

2. By analogy to the SC question pattern the learners might assume this to be the normal pattern of E questions which would produce a mistake very hard to correct.

3.3. The second interference area is presented by a question beginning with a question word and containing a modal. In SC - as Kalogjera points out - the subject (if used at all) is free to take any position after the question word. This gives rise to many errors of our learners:

(1) "Kuda Henry mora ići sutra?" : (1E) "Where Henry must go tomorrow?"
(2) "Kuda sutra mora Henry ići?" : (2E) "Where tomorrow must Henry go?"
(3) "Kuda sutra Henry mora ići?" : (3E) "Where tomorrow Henry must go?"
(4) "Kada Bondovi mogu ići u Jugoslaviju?" : (4E) "When the Bonds can go to Yugoslavia?"
(5) "Kad mogu ići Bondovi u Jugoslaviju?" : (5E) "When can go the Bonds to Yugoslavia?"

To prevent this interference from SC comparatively free word order, the teacher should employ drills with the attention focussed on the fixed word order in English structures. Substitution tables of a type similar to this can help:

When	must can would	you the Bonds Mary they the twins	go off be away go to bed

What	can must	you he the policeman the girl	do about it answer remember apologize for

3.4. Modals occurring before subject after so in the meaning also, likewise, too, and functioning as predicate echoes should in the early stages of learning be taught as set phrases. Unless the learners are taught to respond automatically, the interference problem will arise as the structures in the two languages differ on the point of inversion.

Drills of the following types can be employed to make the learners use the structure automatically:

"I can open this box". - "So can I".
"Mary must go to school". - So must John".
"She can answer this question". - "So can her brother".
"We must be at school until seven". - "So must they".

3.5. Modals occurring before subjects in formal styles after sentence-initial elements with negative or restrictive meaning like: never, nor, neither, nowhere

else, scarcely, seldom, not only, should be taught at a fairly advanced stage of learning, only after the learners have mastered the basic grammatical structures. Generalizations should be made at this stage of learning.

4. According to Kalogjera there are no interference problems when the modal is "the locus for grammatical stress and pitch signals"[5] as a similar pattern exists in SC.

The teacher should draw learners' attention to the fact that unless the modals "signal insistence on the truth value" they are unstressed. Rhythmical exercises should be used extensively, preferably with a native speaker recorded on tape, to achieve the right quantity of stress on modals:

[ju: məs 'ri : d his 'peipə] - as opposed to:
[ai l 'du: it if ai 'mʌst]

5. The English question formula consisting of a statement followed by a tag question presents a very serious learning difficulty for SC learners of E, "as the semantic equivalent of this structure in SC is fixed and practically unchangeable".[6]

5.1. There is an additional problem when the learner has to distinguish between the technique used in formulating question tags with open-set verbs and with the modals. Attention should be paid to two different types of tags, frequently signalled by the difference in intonation - rising and falling.

"He goes to the cinema, doesn't he?"
"He can go there, can't he?"

To master the technique of formulating tag questions, the learner should be presented with very intensive and frequent drills (which is far from being the case in our schools at the moment). The drills should enable the learners to use the patterns in question automatically.

Rapid oral drills should be employed to practice tag questions. E.g. the teacher gives a cue in the form of the statement containing a modal verb. The students repeat the statement and add the tag, all at conversational speed. The exercise may be performed in chorus first, and individually next.

Cues:	Responses:
"He can open this door".	"He can open this door, can't he?"
"They must be at home by seven".	"They must be at home by seven, mustn't they?"
"You can't do that to me."	"You can't do that to me, can you?"

6. In the fifth point of his article, Kalogjera states that a conflict may arise if the learner attributes the temporal contrast of seek-sought, catch-caught, to pairs like: may-might, shall-should. The problem which Kalogjera refers to as "the contrast between the English modal verb system and the entire verbal system of SC" is the source of the most serious difficulties for SC learners. Inability of some modals to denote time the way full verbs do leads not only to the type of mistake quoted by Kalogjera:

"She might go last year",
but to a different type of errors like

"I must recognized that picture"

"He must went back"

"They must imitated it"

"I must write a text of English last year"

To prevent this type of mistake, special attention should be paid to practice on sentence patterns which express time by means of modals, using translation from SC into E and vice versa, whenever necessary.

"Morat ću ići"

"Trebao je to popraviti"

"Petar će to moći uraditi"

"Smjela je ići tamo".

7. Will as future time signal.

Deviant forms of the future time signal will + plain infinitive which are registered among our learners show that these forms are probably due to interference from the mother tongue and to incomplete learning of the system of E. tenses.

One of the most frequent mistakes in the formation of the future tense with will is the choice of the present participle instead of the plain infinitive, especially with imperfective verbs.

E. g.

"Where will you going tomorrow?"

"What will you doing?"

The mistake probably originates from : 1. incomplete learning and consequently merging of the two verbal groups forming the future tense ("I'll go", "am going"). To prevent the learner's confusion of the two verbal groups expressing futurity, drills of the following type are recommended:

What are you going to do	tomorrow evening? tonight? this afternoon? at the weekend?

I'm going to	stay at home. work in the garden. do some writing. watch TV. read a book.

When (at a later stage) introducing futurity with will, the teacher should insist on the abbreviated form 'll.

8. Modal "will"

"Cliché patterns" referred to by Kalogjera should be conveyed to the learners in short dialogues they have to learn by heart in the course of their first two to three years of study.

Will you..., That'll be all, I'll be right down, Won't another... do, (Come to the)... will you, That'll do, etc.

Exercises similar to the following can be used by the teacher to make the learners master the most frequent uses of will.

1.

I hope you'll	have a pleasant holiday. have a good time at the seaside. have a good journey. have a pleasant crossing. visit us next summer. pass your exam.

2. One of the learners read one of the statements on the left, the other responds with the correct question from the right hand side:

I am	thirsty. tired. starving. exhausted.	Will you have	a piece of cake? a cup of tea? dinner? a glass of beer? a glass of water? some bread and butter?

Theoretical remarks on will expressing :

probability: That'll be the postman

volition: If he'll come tomorrow

induction: Oil will float on water

insistence: You will do these things.

and other modal meanings should be conveyed to the learners after they have reached a fairly advanced stage of learning. The uses are of somewhat lower frequency, but this should not be a reason to neglect them.

9. Would causes considerable difficulties to SC. learners.

The most frequent mistakes occur in would + perfect infinitive, both in form and function, most probably because there is no perfect infinitive in SC. and as the difference in form between SC. kondicional II and E. past conditional is striking. The deviant forms used by our learners are of the following types:

1. "Have" is omitted: He would finished his study if he had worked harder.
2. The present instead of the infinitive of "have" is used: He would has gone.
3. The preterite instead of the infinitive of "have" is used: I would had invited you.

As would and verbal groups in which it appears in different functions present a constant source of troubles to SC. learners, a very careful approach to this grammatical category should be developed.

9.1. To have an encouraging start, the learners could perhaps first meet would in polite questions and requests.

Would you pass the salt, please?

Would you like a drink?

Would you shut the window? etc.

9.2. At an intermediate stage the learners should be introduced to the accusative-with-infinitive structure, practicing statements of the following type:

I'd like you to come.

I'd like you to meet my friend.

I'd like you to come with me, etc.

9.3. At this stage they should actively use the structure Would you mind + ge fund in the examples like:

Would you mind	switching on the TV? passing the salt? being quiet? etc.

9.4. The following structure requires considerable time and effort to be mastered by the pupils:

Would you like to go to the pictures?	No, not particularly. I'd rathe·	read the newspapers; read a novel. play tennis. do a crossword puzzle.

9.5. Sentences of the type:

I wish	she'd come. they'd go away. they'd never leave, etc.

should be practiced at a fairly advanced level and the learners should be encouraged by the teacher to induce a generalization about this type of sentences. The same holds good for the statements in which would denotes a habit in the past:

She would sit there for hours.

10. The difference between the shifted future meaning and the modal meaning of would should be strongly stressed and illustrated by as many examples as necessary.

Only yesterday	he said he she said she	would	teach me French. take me to Venice. pay for my holiday. paint my portrait. mend my bicycle.

as opposed to:

What would you do if you won the lottery this week?	I'd buy a new TV set. I'd live in a luxury flat. I'd have a long holiday.

10.1. After the learners have mastered the above-mentioned uses of would, having devoted to the problem sufficient time and effort, the final, the most difficult step should be taken: the introduction of would + perfect infinitive.

The first series of exercises might be introduced by changing the adverb of time from this week into last week in the above-mentioned sentence "What would you do if you won the lottery this week?", making all the necessary adjustments in the sentence.

Learners should be subjected to intensive exercises on this structure. Teachers should use translation exercises from SC. into E. of a type similar to the following:

Da sam imao novaca kupio bih knjigu.
Da imam vremena išao bih na šetnju.
Mary bi došla da je pozvana.
Ne bi to saznao da je otišao na vrijeme, etc.

11. Shall. Taking into consideration Kalogjera's report on the frequency of shall, no special effort should be made by the teachers to make the learners use it regularly except in the first person interrogative where it is normal.

To master this particular feature learners should be presented with drills of the type:

It's rather	hot noisy quiet dark	in here. Shall I	open the window? shut the window? turn on the radio? turn on the light? etc.

11.1. The learners should be informed of the other uses of shall when met with in the spoken or written language, but no systematic command of these forms should be insisted on until a fairly advanced stage. (You shall have it.)

11.2. Should. Obligational should followed both by the present and perfect infinitive should be practiced.

Translation exercises of the two structures used side by side (from SC. into E.) should be used.

Trebao bi otvoriti prozor.	Trebao je otvoriti prozor.
Trebala bi posjetiti majku.	Trebala je posjetiti majku.
Trebao bi raditi marljivije. (ti)	Trebao si raditi marljivije.

Attention should be paid to non-obligational should (How should I know?), but it might be taught as a language idiom.

12. Must. Interference problems in connection with must arise when the learners attribute to must qualities of open set verbs, since SC. morati belongs to this category.

The problem has been treated earlier in this report in connection with must and other auxiliaries. The semantic problem of the negative form of must has been also treated there.

12.1. The remaining problem in the usage of must is the two meanings of must and their respective past tenses. To overcome these difficulties the following exercises can be presented to the learners:

12.2. Obligation

I must	do some sewing meet my friend do some shopping	today.

I had to	do some sewing meet my friend do some shopping	yesterday.

12.3. Conclusion

He looks miserable. He must be	unhappy. tired of life. in debt. homesick.

He looked miserable when I last saw him. He must have been	unhappy. tired of life. in debt. homesick.

13. Ought to. The different shades of obligation expressed by ought to and should as opposed to must should be demonstrated to the learners at a fairly late stage. At this stage they should be encouraged to use ought to and should alongside with must for various degrees of obligation.

An exercise of the following type might be of some help:

I'm trying to	get rich. learn French. get a better post. save money.	Can you tell me how?

Certainly!	You	should ought to	work hard. take lessons. write a successful book. stop working.

14. Can and could. The teachers should practice those uses of can that are not covered by the SC. verb moći.

14.1. One of these uses is the expression of skill:

Can you	drive the car? swim? use a typewriter? play the piano? ride a bicycle?, etc.

14.2. Can with verbs of sensation should also be practiced:

Can you hear what he is saying?

Can you smell snow in the air?, etc.

14.3. To practice the past tense of can when it expresses skill the following exercises might be suggested:

Can you	dance? make pastry? swim? do algebra?

Could you	dance make pastry swim do algebra	ten years ago?

14.4. When can is used to express ability, special attention should be paid to practice on the future tense will be able to. This structure presents difficulties to our learners, as there are no signals for it in SC. Intensive drills should be prepared to overcome this problem feature, as suggested in the first

part of this report:

Ona danas može doći u školu.

Ona će sutra moći doći u školu.

15. May and might. The two uses of may (permission and possibility) can be best illustrated for the learners by the following exercises.

15.1. Permission:

May I	go to the dance? borrow your bike? leave school early?	Yes, you may.

15.2. Possibility:

I can't find Peter. Wherever can he be?

He may be	at home at school, at work,	or he may be	at the club. at the office. on holiday.

15.3. At an advanced stage of learning, pupils' attention should be drawn to the ambiguity of the structure might+perfect infinitive: You might have noticed. = Vjerojatno ste primijetili., but: He might have won the prize if he had worked harder. = Mogao je dobiti nagradu (ali nije) da je radio više.

NOTES

1. D. Kalogjera, "A Survey of Grammatical Characteristics of the English Modal Verbs with Regard to Interference Problems", in R. Filipović, ed., The Yugoslav Serbo-Croatian English Contrastive Project, Reports 1. Institute of Linguistics, Zagreb, 1969, p. 39.

2. Mistakes quoted in this paper are taken from J. Bilinić: "Errors in the Morphology and Syntax of the Verb in the Serbo-Croatian-Speaking Area". (Unpublished M.A. thesis, Zagreb, 1971.)

3. D. Kalogjera, Op. cit. p. 40.

4. D. Kalogjera, Ibidem, p. 41.

5. D. Kalogjera, Ibidem, p. 42.

6. D. Kalogjera , Ibidem, p. 42.

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TEACHING PROBLEMS IN PRESENTING RELATIVE PRONOUNS

Based on the report "Relative Pronouns in English and Serbo-Croatian" by Dora Maček

1. The relationship between the relative pronouns in E and SC is type 5 of the Nemser-Ivir table[1] "in which the structures in LT and LS partially overlap formally and semantically."

The aim of this paper is to organize the category of E relative pronouns so that the positive transfer from SC to E relative pronouns is utilized in teaching techniques, while the prevention of negative transfer is taken care of by special drills and exercises. An attempt is made to grade the materials carefully so that the student advances slowly from material thoroughly learned to more complicated material involving more complex choices.

1.1. Many quite fluent SC speakers of E use which for human antecedents throughout their lives (negativ. transfer of koji) not even being conscious of the mistake. SC learners have other difficulties with E relative pronouns. They use e.g. what with pronominal antecedents -everything what you know- owing to negative transfer from sve što znate.

To avoid these and other difficulties arising from interference, teaching strategy is planned in the light of the results of contrastive studies of the two languages.

1.2. The E relative pronouns are divided into five teaching stages[2]. The following techniques are recommended: The approach best suited to the subject at the

beginning stages would be one avoiding interference from the SL. When the learner's command of the TL structures is such that he is capable of abstract thinking about them, the more complicated usages should be introduced.

1.3. In the first two stages of learning, relative pronouns should be kept strictly apart. Each should be treated separately, in connection with the context to which it naturally belongs. No generalizations or abstractions of any kind are necessary. The first stage of teaching relative pronouns is by no means the first stage of teaching English. Due to their comparatively low frequency in everyday speech, and because they become necessary only when the learner has reached the stage of using complex sentences, the relative pronouns cannot be introduced into the syllabus before the learner is in command of approximately 500-800 words, can handle basic everyday structures, and has an idea of E sentence word-order, whatever this may mean in terms of time elapsed from the beginning of the course. By the time the relative pronouns are introduced, the learner will be able to use the interrogatives who and which and the demonstrative that. So he will meet the familiar form in a new function - not necessarily an advantageous circumstance.

A. STAGE 1

2. Who. In the case of who the learner is not likely to have any special difficulties, as long as he doesn't connect its most frequent translation equivalent koji with non-human antecedents. To avoid this, very simple exercises based on patterns and vocabulary familiar to the learner should be given.

For example:

Complete the following sentences on the model of the first:

My brother is a boy who likes to play football.
My sister is a girl who often .....

A blind man is a man who can't .....

I have a friend who is good at .....

A teacher is a man or woman who .....

Parents are people ..... look after their children.

A hotel keeper is a man ..... runs a hotel.

A nurse is a woman .....

A centre-forward is a player .....

Florence Nightingale was a famous woman .....

It is hardly necessary to mention that before being asked to do such exercises, the student should hear the pattern in question several times in authentic stretches of English speech, that is in dialogues, or in reading passages. At this stage the reader assimilates the pattern with who as a whole; no grammatical explanations are needed. The important thing for the teacher to make sure of is that the learner does not connect who with non-human antecedents.

2.1. Which. In the first stage of learning which the student should be taught its most frequent use: which for non-human antecedents. He should be reminded of who, which has a parallel function in the case of human antecedents. Although the difference between the two should be strongly stressed over and over again, no comparative exercises are recommended at this stage. The student will be ready for them only after he is able to automatically respond and use either of them in natural sequences of E speech. As mentioned already, the interference here is extremely strong, the learner tending to use which for all nominal antecedents, human and non-human, on account of koji being used in SC in either case.

The students should be given exercises of the following type:

Complete the following sentences:

This is a question which I .....

I bought a new suit which my mother didn't .....

He gave her some chocolates which .....

My mother works in an office which .....

They went to see a play which .....

He is the author of the book .....

I wrote a composition which .....

Lemons are fruits..... ..... are very sour.

Football is a game ..... is very exciting.

Mathematics is a subject ..... is very difficult.

B. STAGE 2

3. At this stage the student's responses are still imitative. He is not asked to produce anything not first modelled by the teacher. After a careful revision of the material studied in the first stage, the possessive whose used for both human and non-human antecedents will be introduced. Exercises of the following type could help to establish an automatic use of the items in question.

3.1. Whose (for human antecedents). Complete the following sentences on the model of the first:

This is not the woman whose singing is so beautiful.

This is not the man ..... house was burned down.

You have seen the person ..... opinion I wish to hear.

Have you talked to the woman ..... children have been taken to hospital?

By means of the following substitution table, the student reproduces the pattern with the new form using different lexical content. The idea of such drill is to make him use the new form spontaneously with interest focussed on a different problem (meaning of the words).

This is	the farmer	whose	picture is in the Medical Journal
	the boy		word can be trusted
	the doctor		novel has been published this month
	the woman		farm was badly damaged
	the writer		car was smashed in an accident
	the driver		bicycle was stolen

This table can be used as a good competition game between two teams of learners. To motivate them, it can be played against a time limit.

3.2. Whose (as a suppletive possessive form of which). Practising this usage should not take too much time because

- its frequency in E is comparatively low[3]
- a parallel structure (čiji used for non-humans) exists and is on the increase in SC[4] so the learners will have no difficulties in using it.

Sentences similar to the following can be used for practice:

The house whose windows are open .....
The book whose pages are dirty .....
The picture whose colours are so bright .....
A river whose banks are steep .....

C. STAGE 3

4. At this stage review of all the material learned in the first two stages is essential. Variations of the exercises given earlier may be presented. At this point the students are guided to a correct interpretation of what they are trying to do, that is to say, the first grammatical generalisations are introduced. The students construct new utterances by analogy with the preceding ones. The teacher will contrast who and which and help the students to make general rules

about their use.

An exercise like this can be of some help:

Insert which or who as required:

Here is a joke ..... I can't understand.
There is the thief ..... stole my watch.
The artist ..... painted the picture was Rubens.
I spoke to the man ..... was driving the cart.
Mr. Brown ..... knows me gave me some slides.
He will read a poem ..... he wrote.
They gave me some cakes ..... I didn't like very much.
For dinner we had beef ..... was badly cooked.

4.1. That. At this point that can be introduced, both for human and non-human antecedents. Exercises and drills should be carefully graded:

Insert that into the blank space:

She is the finest woman ..... ever lived.
He is the only American ..... had swum the Hellespont.
Any man ..... listens to you is a fool.
The old gentleman ..... lives across the road has got married.
The man ..... is sitting at the desk is the secretary.

4.2. The following substitution table will show that in restrictive clauses who and that when used with human antecedents function as synonyms:

This is not			committed the murder
You have seen	the man	who	was there at the time
I have never met	the woman	that	is wanted by the police
They pointed out to me	the person		sold me the car
			gave me the bad money
This may be			stole my purse

By matching each item of this substitution table with any item in the other columns, 180 sentences, all of which make sense, are possible.

4.3. Insert that into the blank space: (non-humans)

Where is there a shop ..... sells picture-postcards?
The chair ..... was broken is now mended.
The dress ..... was spoiled by paint must be dry-cleaned.
The pencil ..... is lying on the desk is mine.
The park ..... is at the back of the house has a tennis-court in it.
The tree ..... stands near the gate has lovely flowers.

4.4. The following substitution table will illustate the fact that either which or that can be used in restrictive clauses with non-human antecedents.

This is	the pencil		will interest you
Here is a picture of	the small animal	which	we found in the cave
She gave me	the object	that	you told me about
This looks like	the rat		we picked up
	something		the girls were looking for
	the one		

With this substitution table 240 sentences are possible.

D. STAGE 4

5. At this stage, grammatical terms and rules will come onto the scene. Grammatical principles should be made explicit, now that the student has had some experience with the operation of the relative pronouns. Productive drills should be introduced.

5.1. Whom. Combinatory drill can be used here. The students are given the task of joining two sentences by using whom.

He is the man. I met him. He is the man whom I met.

He is the man. I saw him.

They are the people. I telephoned them.

She is the woman. I invited her.

They are the children. I took them to the cinema.

This is the boy. I found him in the garden.

They are the thieves. The police caught them.

5.2. A set of exercises to give the teacher an insight into the learner's knowledge gained so far would run as follows:

Use either who/that, whom, whose, or which/that in the following:

My dog, ... is a black one, has run away.

The boy ..... book I borrowed wants me to give it back to him.

The house ..... you see on the right is ours.

George, ... brother's name is Jack, is the son of Mr. Smith.

That is the book in ..... I saw the picture.

Tell me the name of the man to ..... you gave the money.

Where is the theatre ..... you told me about?

5.3. At this point, introducing the Ø relative is recommended. As the Ø relative does not exist in SC, the learners will probably tend to neglect it unless they are asked to use it.

Drills similar to the following can be given:

Rearrange the following sentences on the model of the first, omitting the relative pronoun:

You must use this pen. This is the pen you must use.

He must read this magazine.

You must practice this word.

We will learn this language.

They have repeated this sentence.

You may use this word.

She can read this book.

They must do this exercise.

We shall do this work.

She must use this pencil.

5.4. Join the two sentences by means of the ∅ relative pronoun, e.g.

She is the girl. I met her yesterday. ------ She is the girl I met yesterday.

This is the kitten. I found it in the garden.

That is the film. I saw it.

These are the letters. I typed them.

That is the bag. I found it.

That is the window. I broke it.

That is the bookshelf. I made it.

5.5. The next item to be taught is the back position of the preposition with the relative pronouns which, that, the uninflected form of who, and the ∅ relative. By this point the student will have met the phenomenon of back position of the preposition in colloquial language in many utterances other than relative clauses (What are you talking about?, What is it under?, etc).

Now is the moment to draw the learner's attention to this feature in connection with the relative pronouns. Without intensive practice it will be difficult for him to use this pattern, because it does not exist in his mother tongue. As this is a fairly advanced stage of learning, the students should be encouraged to make their own sentences on the basis of vocabulary and structures mastered earlier. The teacher should give examples of model sentences:

The man you spoke to in the street is my teacher.

I should like to see the trees you picked these apples from.

That's the knife and fork I eat with.

The man that you spoke to yesterday is coming to dinner.

Here comes the girl who I am hiding from.

The glass we are drinking out of is dirty.

etc.

5.6. Productive, combinatory drills could be useful in practicing this item:

Join the two sentences by the ∅ relative pronoun, e.g.

This is the tap. He turned it on. ---- This is the tap he turned on.

That is the party. He invited me to it.

That was the window. I looked through it.

That was the programme. I listened to it.

This is the chair. I sat on it.

This is the shop. He bought the book from there.

That is the letter. She typed it out.

This is the town. He drove to it.

This is the test. I spoke to you about it.

E. STAGE 5

6. This final stage of studying relative pronouns may be stretched through a fairly long period of time and taken up gradually. In this stage the learner will actually advance from "language-like behaviour" into knowing the language.[5] He will be expected to use the system of relative pronouns when expressing his "novel utterances"[6].

6.1. The most effective exercise at this stage is translation. In doing translations from SC into E and vice versa, the learner will have to select a certain style. According to the requirements of the passage, he will usually have to decide between colloquial and formal language, and in doing this, he will need more subtle and complex uses of relative pronouns.

6.2. The difference between the restrictive and non-restrictive clauses will have to be dealt with and many examples given to point out the distinction.

a) The boy (that) you saw yesterday is coming to tea.

b) My brother Dick, whom you saw yesterday, is coming to tea.

a) The aunt we met at the station walked home with us.

b) Aunt Monica, whom we met at the station, walked home with us.

6.3. An exercise similar to the following could be useful:

Join the two given sentences into a non-restrictive clause: e.g.

Her father has just returned. He has been to Paris.

Her father, who has been to Paris, has just returned.

Budapest is a beautiful city. It is on the Danube.

Flies carry disease. They come mostly in the summer.

Oxford University has many different colleges. It is one of the oldest in the world.

Swimming makes people strong. It is a good sport.

Whisky is the national drink of Scotland. It is very expensive.

George Washington never told a lie. He became President of the United States.

Tommy and Mary are very naughty children. They are playing in the garden.

Her employer works in the next room. She dislikes him.

6.4. The teacher will have to explain and practice the following items that have not been treated so far, on account of their infrequent use in everyday speech or special difficulties which they present.

6.4.1. That

a) in elliptical constructions (The year that the war broke out)

b) when the personal antecedent expresses quality of character (Fool that I was)

6.4.2. Which

a) referring to a clause (The decision was postponed, which was exactly what he wanted)

b) referring to human antecedents (He looked like a lawyer, which he was)

c) used attributively (He bought the Times, which newspaper he always reads)

6.4.3. What. When SC speakers of E use this pronoun, there is always a danger of negative transfer of the SC pronoun što. (*They all took their umbrellas what was a very good thing to do.)

To avoid such errors, this pronoun has not been taught in the earlier stages. But at this level students are expected to understand more complicated functions of particular language items. They should be given examples of relative what. (He will take what you offer him.)

6.5. Indefinite relative pronouns whoever, whichever, whatever, etc., will have to be introduced when the students come across them in the text.

7. It is to be expected that SC speakers of E[7] will use relative clauses to a much greater extent than a native E speaker, due to the interference from SC where they are used more extensively. To avoid monotony and simplicity of expression resulting from such extensive use of relative pronouns, the teacher should prepare translation exercises from SC into E, encouraging the students to select other constructions (gerunds, participles, infinitives) as alternatives to relative clauses, e.g.

(1) Ne mogu zamisliti da je to učinio.
(1E) I can't imagine him doing this.

(2) Mi svi želimo pravila po kojima bi živjeli.
(2E) We all want a code to live by.

(3) Problem s kojim se sad čovječanstvo suočava...
(3E) The problem now facing humanity..... etc.

Only a couple of translation exercises have been given here, as such exercises will depend on the vocabulary the learners have been actively using in their course.

NOTES

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